

PRIMARY
ASSESSMENT
GRIDS FOR
STAFFORDSHIRE

WRITING GRIDS



Background to the new Staffordshire Grids

The removal of levels for most pupils in 2014-15 and all pupils in 2015-16, has posed a problem for schools in how to assess children's progress in the New National Curriculum. It has become increasingly evident that there is a need for a system that allows for formative assessment as well as a way of recording children's attainment of National Curriculum expectations.

The old Staffordshire Grids have been a tried & tested and trusted method of judging children's achievement and progress in writing for many years. The Entrust English Team has tried to respond to Headteachers' wish to have a similar grid that reflects the new curriculum. Working alongside Lindsay Keeling and Mike Prescott from Cheadle Primary, we hope that these new grids will provide schools with an assessment tool that is in a familiar format and that allows for progression to be tracked.

The National Association of Head Teachers (NAHT) commissioned a report in the autumn of 2013 which outlines some key principles for assessment. In short, these are:

1. Assessment is at the heart of teaching and learning.
2. Assessment is fair.
3. Assessment is honest.
4. Assessment is ambitious.
5. Assessment is appropriate.
6. Assessment is consistent.
7. Assessment outcomes provide meaningful and understandable information.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

We fully endorse these principles and recommend that the full report should be read. These principles lie at the heart of the new grids. We do not consider these grids to be a 'finished' product and fully expect schools to make them their own. They are not offered to schools as an answer to all the problems associated with assessment in the New Curriculum; rather as a tool that may help teachers to understand the transition from assessing levels to fully understanding and assessing the New Curriculum.

The Structure of the Staffordshire Grids

The grids make reference to the New National Curriculum expectations, The Key Performance Indicators (KPIs) as identified in the NAHT report, the Draft Performance Descriptors and, in some cases, progression statements from the old Staffordshire Grids. Whilst fully accepting that the New Curriculum and old levels are not compatible, we felt that on some occasions, some of the old level criteria helped to expand on the learning that children would be expected to demonstrate. We are also fully aware that the final version of the Performance Descriptors should be available to all schools in September, resulting in a possible need to change some of the criteria in Y2 and Y6.

The grids are split into three columns for each year group: Developing, Expected and Embedded. For the majority of pupils, we envisage that children would be working within Developing during the autumn term, moving in to Expected with aspects of Embedded as the year progresses. It is not an expectation that most children will fully secure Embedded within their year group; this would only be an expectation for children working above national expectations.

We have tried to ensure that statements are progressive within and across the year groups. Under the 'mastery approach' to the new National Curriculum, it is expected that the vast majority of pupils will be working within their own year group's Programme of Study. As a result, we have tried to ensure that the criteria for Developing in one year group is **not** the same as the criteria for Embedded in the preceding year.

The criteria for Developing and Embedded in any year group is related to that year group's National Curriculum expectations.

The areas of learning assessed are split into the two main areas reflected in the National Curriculum: transcription and composition. Further sub-divisions have been made to help teachers 'unpick' children's learning and needs. As the expectations for grammar and spelling are already clearly laid out in the National Curriculum Appendices 1 & 2, the grids make reference to these when necessary.

How to use the grids

It is expected that most teachers will continue to make their summative assessment judgements periodically (termly). The grids allow teachers to make a 'best fit' judgement using the familiar process of referencing evidence during a term and ticking or dating relevant criteria as a term progresses.

We would suggest that at the end of term, the grids and the evidence identified to support judgements would be reviewed; the grid would be highlighted and a 'best fit' judgement made.

As with the old APP process, we believe that the grids would support the use of a 'group grid' or could be used on an individual pupil basis. It is up to each school to make their own decision on this. The numbers at the top of each column are optional – headteachers may wish to use these as a way of tracking progress. Lindsay and Mike felt that they would like to use this approach and so the numbers were left on the grids as a guide only.

It may seem that the grids are rather 'wordy', but under the National Curriculum's 'Mastery' approach, it is considered that teachers will only need to get to know their own year group's criteria in depth, occasionally referencing the year group above or below for small groups of children working either above or below their year group expectations. The statements are progressive to support the formative approach to assessment that helps teachers decide what they may need to focus on next.

The descriptors use terms such as with support, sometimes, usually, consistently, confidently, independently, teachers should use their professional judgement when making decisions about these statements and also bear in mind the age of the children. However, it is important to consider that 'independently' means that the pupil has worked without support and suggests outcomes that have been produced 'at a distance' from explicit teaching or modelling of the text type. It would also be expected that to meet the criteria, particularly for Embedded, the evidence would be available across a range of writing that included writing in other curricular areas. In KS2 in particular, this writing should be sustained, extended pieces. **There should be no assessment made on single pieces of writing.**

There is currently no guidance as to weighting in writing, however we know that Spelling, Grammar and Punctuation will feature heavily. For this reason, we have left sentence structure and punctuation as the first two areas to be assessed. As in the past, our advice would always be to

consider the overall effectiveness of children's writing with regard to purpose and audience when making assessment judgements.

Lindsay and Mike had produced an original version of the grids and then worked alongside the team to reword and refine the statements. Our thanks go to them for their generosity in allowing this work to be shared with all Staffordshire schools. We hope these grids will prove useful but they are in no way a final offering. We welcome feedback and will try to further refine the grids in light of this or any future changes in DfE advice.

Addendum - December 2015:

Some slight adaptations have been made to the grids following the publication of the Interim Teacher Assessment Frameworks for KS1 & KS2 this term. In Y2 and Y6, I have checked that all the statements in the 'working towards the expected standard' and 'working at the expected standard' are referenced in the grids. To make this clear, I have made sure that all the statements that reflect the expectations in the assessment frameworks have been highlighted in italics. If a statement is followed by one asterix (*), then it relates to the criteria contained within the 'working towards the expected standard' section; if it is followed by two (**), then it relates to the criteria contained within the 'working at the expected standard' section of the relevant year group (Y2 & Y6 only). I felt it was necessary to highlight both standards as, to demonstrate that pupils have met a standard within the interim framework, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within that standard and all the statements in the preceding standard(s).

In response to previous feedback, and to match with the reading grids, where statements link to the NAHT's KPIs, they are highlighted in bold.

Addendum – October 2017:

In light of the latest '*Teacher Assessment Frameworks: 2017-18*' document, the grids have been updated to reflect the DfE's expectations for Years 2 and 6. If a statement is followed by one asterix (*), then it relates to the criteria contained within the 'working towards the expected standard' section; if it is followed by two (**), then it relates to the criteria contained within the 'working at the expected standard' and if it is followed by three (***), then it relates to the 'working at greater depth' standard.

Entrust English Team

		YEAR ONE		
		DEVELOPING 2	EXPECTED 4	EMBEDDED 6
Composition	Sentence Structure/ Grammar	Usually uses simple sentence structures Sentence structure is often repeated	Write simple sentences Sentence structures often draw more on characteristics of spoken language than those of written language with repetition of pronouns and simple verbs To write simple compound sentences using and	Use a mixture of simple and compound (using and) sentences independently
	Punctuation	To mostly separate words with spaces Some evidence of using a capital letter and full-stop to demarcate a sentence and for the personal pronoun I (although this may not be consistent)	To separate words with spaces Beginning to use capital letters and full stops to demarcate some sentences. To begin to use question marks and exclamation marks to demarcate sentences To consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names)	Words are separated with spaces independently To begin to use capital letters and full stops to demarcate some sentences independently To begin to use question marks and exclamation marks to demarcate sentences To consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names) independently
	Text Structure and Organisation	Some evidence of simple structure e.g. can sequence events. Attempts to retell elements from familiar stories or write own simple story ideas. Writing communicates meaning without mediation. Orally plans sentences before they are written Starting to check writing makes sense through discussion with an adult or peer.	Sentences planned orally before they are written. Sequence sentences to form short narratives based on fictional and real experiences , this may include some characteristics of narrative writing but the form may not be sustained. Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions)	Sentences planned orally before they are written. Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained. Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions)
	Drafting and Editing	Writing is read out loud to check writing makes sense and changes made with support	Checks that their writing makes sense by rereading and makes simple changes where suggested	Checks their writing makes sense and begins to make changes independently
	Effective use of language/ Vocabulary	Beginning to use story language to start writing a story. Mostly draws on characteristics of spoken language rather than written language. Usually shows some awareness of the purpose of the writing.	Uses vocabulary which is appropriate to the subject matter. Some use of adjectives for description Writing refers to the context of task.	Uses vocabulary which is appropriate to the subject matter independently Some use of adjectives for description independently

YEAR ONE

		DEVELOPING 2	EXPECTED 4	EMBEDDED 6
Transcription	Spelling	Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately (in line with NC appendix 1)	<p>Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately. There is increasingly accurate use of the prefix un- and suffixes when adding – ing, -ed, -er and –est where there is no needed in the spelling of the root word (see NC appendix 1)</p> <p>Names the letters of the alphabet in order</p>	Beginning to apply taught spelling rules in their own writing with increasing accuracy (see NC appendix 1)
	Handwriting	<p>Letters are usually clearly shaped and correctly orientated.</p> <p>Mostly writes with spaces between words.</p>	<p>Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size)</p> <p>Holds a pencil comfortably and correctly</p> <p>Form capital letters and digits 0-9 a</p> <p>Understand which letters belong to the handwriting ‘families’ and practise these.</p>	<p>Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size) with more consistency</p> <p>Holds a pencil comfortably and correctly</p> <p>Form capital letters and digits 0-9</p> <p>Understand which letters belong to the handwriting ‘families’ and practise these.</p>

YEAR TWO

YEAR TWO				
		DEVELOPING 8	EXPECTED 10	EMBEDDED 12
Composition	Sentence Structure/ Grammar	<p>Some variation in sentence structure – simple and compound (a greater range of conjunctions)</p> <p>Some sentences are extended</p> <p>Sentences are linked through conjunctions other than ‘and e.g. but, so</p> <p>Starting to consistently use tense appropriate to the task</p> <p>Beginning to recognise how the grammatical pattern of a sentence matches its purpose (statement, exclamation or command)</p>	<p>Uses correctly structured simple and compound sentences.</p> <p>Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. **</p> <p>Uses a variety of sentence beginnings</p> <p>Uses present and past tense mostly correctly and consistently **</p> <p>Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command)</p> <p>Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting)</p>	<p>Confident and consistent use of :</p> <ul style="list-style-type: none"> -simple and compound sentences. - Use a growing variety of simple conjunctions –Subordination (when, if, that, because) and coordination (or, and, but). - uses a variety of sentence beginning - consistent use of the tense that is appropriate to the task. <p>Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command)</p> <p>Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting)</p>
	Punctuation	<p>Demarcates some sentences with capital letters and full*</p> <p>To use capital letters for names and personal pronoun I independently</p> <p>Beginning to use question marks and exclamation marks, realising their effect on the reader</p> <p>Some use of commas to separate items in a list</p> <p>Some attempt at use of apostrophe for contraction and singular possession</p>	<p>Demarcates most sentences in their writing with capital letters and full stops, and uses question marks correctly when required**</p> <p>Uses some exclamation marks, realising their effect on the reader</p> <p>To consistently use capital letters for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names)</p> <p>Use commas to separate an item in a list</p> <p>Uses apostrophes to mark where letters are missing (omission) – simple common contractions</p> <p>Starting to use apostrophes to mark singular possession in nouns</p>	<p>Uses the punctuation taught at key stage 1 mostly correctly^***</p> <p>Confident and consistent use of:</p> <ul style="list-style-type: none"> - Capital letters and full stops to demarcate sentences question marks and exclamation marks, realising their effect on the reader, - Capital letters for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names) - Commas to separate an item in a list - Apostrophes to mark where letters are missing (omission) – simple common contractions - Apostrophes to mark singular possession in nouns
	Text Structure and Organisation	<p>Writes sentences that are sequenced to form a short narrative (real or fictional)*</p> <p>Ideas are developed in a sequence of sentences Communicates meaning using a narrative form with some consistency.</p> <p>Organisation reflects the purpose of the writing.</p> <p>Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poetry</p> <p>Beginning to use some of the characteristics of non-narrative form to communicate meaning</p> <p>Organisation reflects the purpose of the writing</p>	<p>Narrative features beginning to be developed including opening, middle and ending and events in a chronological order</p> <p>Writes simple, coherent narratives about personal experiences and those of others (real or fictional)**</p> <p>Writes about real events, recording these simply and clearly**</p> <p>Writes simple poems</p> <p>Some characteristic features of a chosen form are beginning to be developed e.g. in narrative a sequence of events, in non-narrative sections of writing sequenced appropriately</p>	<p>Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing ***</p> <p>Able to clearly structure a narrative, without prompts or guidance</p> <p>Narrative features beginning to be developed including opening, middle and ending and events in a chronological order, with appropriate balance e.g. a more rounded resolution</p> <p>Writes simple poems</p> <p>Some characteristic features of a chosen form are beginning to be developed e.g. in narrative a balanced sequence of events, in non-narrative sections of writing sequenced appropriately with expansion of ideas within sections. Ideas are linked together to provide more details</p>

YEAR TWO				
		DEVELOPING 8	EXPECTED 10	EMBEDDED 12
	Drafting and Editing	Writing is checked and with prompting is able to make some improvements to spelling, punctuation and grammar.	<p>Simple additions, revisions and corrections to their own writing including:</p> <ul style="list-style-type: none"> - Rereading to check for sense - Proof reading for errors <p>Uses grammatical vocab from appendix 2 when discussing work (Y1/2)</p>	<p>Evaluation of the effectiveness of their writing, leads to children making changes without being prompted.</p> <p>Makes simple additions, revisions and proof-reading corrections to their own writing***</p>
	Effective use of language/ Vocabulary	Use of adjectives and some uses some expanded noun phrases for description	<p>Adjectives, adverbs and expanded noun phrases to describe and specify</p> <p>Uses some specific vocabulary linked to the topic in non-narrative writing</p>	<p>Adjectives, adverbs and expanded noun phrases to describe and specify (including use of vocabulary drawn from wider reading)</p> <p>Uses some specific vocabulary linked to the topic in non-narrative writing</p> <p>Communicates meaning in a way that is lively and generally holds the interest of the reader.</p>
Transcription	Spelling	<p>Spelling rules and guidance from Appendix1 year 2 are beginning to be applied accurately</p> <p>Segments spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others*</p> <p>Spells some common exception words (see Appendix 1) *</p>	<p>Spelling rules and guidance from Appendix1 year 2 are usually applied accurately including some words with contractions.</p> <p>Spells many common exception words**</p> <p>Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others**</p>	<p>Spelling rules and guidance from Appendix1 year 2 are applied accurately including accurate application of phonics knowledge and skills to attempt more complex words</p> <p>Spells most common exception words***</p> <p>Adds suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)***</p>
	Handwriting	<p>Holds a pencil comfortably and correctly</p> <p>Capital letters and digits 0-9 are mostly formed and orientated accurately</p> <p>Forms lower-case letters in the correct direction, starting and finishing in the right place*</p> <p>Forms lower-case letters of the correct size relative to one another in some of their writing*</p> <p>Uses spacing between words. *</p> <p>Uses word processing skills to present own stories</p>	<p>Holds a pencil comfortably and correctly</p> <p>Form lower case letters of the correct size relative to one another</p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**</p> <p>Upper and lower-case letters not mixed within words.</p> <p>Uses spacing between words that reflects the size of the letters. **</p> <p>use spacing between words that reflects the size of the letters</p>	<p>Starting to join letters in an appropriate cursive style.</p> <p>Uses the diagonal and horizontal strokes needed to join some letters***</p>

		YEAR THREE		
		DEVELOPING 14	EXPECTED 16	EMBEDDED 18
Composition	Sentence Structure/ Grammar	<p>Usually uses simple and compound sentences with some attempt to form complex sentences, which may be uncontrolled.</p> <p>Uses a variety of sentences with different functions – punctuated correctly</p> <p>Uses range of simple conjunctions, e.g. and, then, but, so, because.</p> <p>Beginning to use pronouns to avoid repetition.</p> <p>Uses ways other than the subject to begin sentences.</p> <p>Present and past tense, including the progressive form, correctly chosen and mostly consistently used throughout writing</p>	<p>Uses simple and compound sentences which are grammatically correct and punctuated correctly</p> <p>Sentences with more than one clause are increasing evident, however these may remain uncontrolled.</p> <p>Uses an increasing variety of sentence openings.</p> <p>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of)</p> <p>First and third person and tense are used consistently.</p> <p>Present and past tense, including the progressive form, usually correctly chosen and usually consistently used throughout writing</p> <p>Mostly uses the forms a or an according to whether next word begins with consonant or vowel</p>	<p>Uses simple and compound sentences which are grammatically correct and punctuated correctly confidently and independently</p> <p>Independently writing sentences with more than one clause, although these may remain uncontrolled</p> <p>Confidently using an increasing variety of sentence openings</p> <p>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of) with increasing confidence and independence</p> <p>First and third person and tense are used consistently and confidently</p> <p>Present and past tense, including the progressive form, usually correctly chosen and usually consistently used throughout writing</p> <p>There is subject verb agreement</p>
	Punctuation	<p>Capital letters, full stops, exclamation and question marks are mostly used accurately to demarcate sentences.</p> <p>Capital letters increasingly and mostly accurate for proper nouns.</p> <p>Apostrophes for common contractions and singular possession nouns mostly accurate</p> <p>Beginning to use inverted commas to punctuate direct speech, however this may be inconsistent</p> <p>Commas used in lists used correctly</p>	<p>Punctuation to mark sentences – full stops, capital letters, exclamation and question marks – is usually used accurately.</p> <p>Capital letters used accurately for proper nouns</p> <p>Apostrophe use increasingly accurate</p> <p>Usually using inverted commas to punctuate direct speech,</p> <p>Start to show awareness of commas to mark phrases and clauses, as well as separating items in lists.</p>	<p>Use of common punctuation taught is used accurate and independently at the point of writing.</p> <p>Start to show awareness of commas to mark phrases and clauses, as well as separating items in lists.</p>
	Text Structure and Organisation	<p>Uses scaffolding and support to aid planning</p> <p>Although the writing demonstrates an understanding of purpose and audience, this may not be sustained through the whole piece.</p> <p>Stories are written with a beginning, middle and simple ending (creates characters and setting), although there should be appropriate balance.</p> <p>A simple sequence of events which are generally related to each other, though not necessarily well paced.</p> <p>Uses simple overall structure of the chosen non-fiction text type and includes brief introduction or concluding sentence.</p>	<p>Plans using ideas gathered from wider reading and modelling.</p> <p>Writing demonstrates an understanding of purpose and audience</p> <p>Main features of story structure are present – beginning, middle and clearly developed resolution</p> <p>Usually groups similar information together (starting to use paragraphs for all forms of writing).</p> <p>Simple overall structure of the chosen non-narrative text type is usually used appropriately.</p> <p>In non-narratives, simple organisational devices including headings and sub-headings aid presentations</p>	<p>Clear demonstration of the ability to plan and write in the appropriate form, taking into account the purpose and audience</p> <p>Children are able to make choices about the form their writing should take without the need for scaffolds.</p> <p>Showing more confidence in grouping ideas together to form paragraphs</p> <p>In non-narratives, simple organisational devices including headings and sub-headings aid presentations independently</p>
	Drafting and Editing	<p>To proof read to check for errors in spelling, grammar and punctuation. With support can make simple improvements for contents either within their own</p>	<p>To proof read to check for errors in spelling, grammar and punctuation with increasing accuracy.</p> <p>Can make simple improvements for content either within their own and others' writing</p>	<p>To proof read to check for errors in spelling, grammar and punctuation in with increasing accuracy.</p> <p>Can make simple improvements for contents either within their own writing with confidence</p>

YEAR THREE				
		DEVELOPING 14	EXPECTED 16	EMBEDDED 18
	Effective use of language/ Vocabulary	Starting to use adventurous word choices to add detail and engage the reader	Deliberate uses of adventurous word choices to add detail and engage the reader e.g. adding adverbs to add detail to verbs, Using technical language appropriate to the text type	Writing shows conscious word choices around adverbs and prepositions for particular effect
Transcription	Spelling	Spelling rules and guidance from Appendix 1 year 2 are applied accurately. Starting to use taught spelling rules from appendix 1 (year 3 and 4)	Some of spelling rules and guidance from English Appendix 1 (Year 3 and 4) applied accurately including further homophones and possessive apostrophe	Some of spelling rules and guidance from English Appendix 1 (Year 3 and 4) applied accurately including further homophones and possessive apostrophe and starting to spell words that are exceptions to common spelling rules.
	Handwriting	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined The children should be moving towards a joined style of handwriting.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left not joined The children should be using a joined style of handwriting.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined The children should be using towards a joined, legible style of handwriting.

		YEAR FOUR		
		DEVELOPING 20	EXPECTED 22	EMBEDDED 24
Composition	Sentence Structure/ Grammar	<p>Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by starting to use a wider range of conjunctions including when, if, because, although</p> <p>Use of a range of sentence openings</p> <p>Starting to expand noun phrases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>The same tense is sustained throughout the writing. Simple present tense is used in dialogue</p> <p>Starting to use appropriate use of pronouns to avoid repetition.</p> <p>Starting to use fronted adverbials (e.g. later that day, I heard the bad news)</p> <p>Starting to user appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Basic grammar is accurate but sometimes reflects the local spoken forms. (e.g. should have, would have)</p>	<p>Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p> <p>Use of a wide and varied range of sentence openings</p> <p>Noun phrases extended by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Choice of tense is accurate and consistent.</p> <p>Appropriate use of pronouns to avoid repetition.</p> <p>Use of fronted adverbials (e.g. later that day, I heard the bad news)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)</p>	<p>Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, independently and through writing across the curriculum</p> <p>Use of a wide and varied range of sentence openings independently</p> <p>Independent use of extended noun phrases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Choice of tense is accurate and consistent through writing across the curriculum</p> <p>Appropriate use of pronouns to avoid repetition.</p> <p>Competent use of fronted adverbials (e.g. later that day, I heard the bad news)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)</p>
	Punctuation	<p>Capital letters, full stops, question marks and exclamation marks are used accurately, but may still need prompting or editing</p> <p>Starting to show an awareness of the need for a comma after fronted adverbials</p> <p>Inverted commas are used to indicate beginning and end of direct speech</p> <p>Apostrophes for singular possession accurate, starting to use apostrophes for plural possession</p>	<p>Capital letters, full stops, question marks and exclamation marks are used accurately.</p> <p>Commas used after fronted adverbials</p> <p>Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas)</p> <p>Apostrophes to mark singular and plural possession</p>	<p>Capital letters, full stops, question marks and exclamation marks are used accurately through writing across the curriculum independently</p> <p>Commas used after fronted adverbials independently</p> <p>Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas) with more confidence</p> <p>Apostrophes to mark singular and plural possession independently</p>
	Text Structure and Organisation	<p>Stories are written with a clear beginning, middle and ending, starting to create more detailed settings and characters, along with a coherent plot.</p> <p>Usually uses of paragraphs to organise ideas around a theme</p> <p>Mostly consistent and appropriate use of the structure of the chosen non-narrative text type.</p> <p>In non-narrative texts, text structure usually includes introduction, ordered sections and a brief conclusion, as well as other organisational devices</p>	<p>Stories are written with a clear beginning, middle and ending with the creation of more detailed settings and characters, along with a coherent plot.</p> <p>The ending is developed and of an appropriate length.</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Consistent and appropriate use of the structure of the chosen non-narrative text type.</p> <p>In non-narrative texts, text structure includes introduction, ordered sections and a brief conclusion, as well as other organisational devices</p>	<p>Stories structure is well developed and the well-paced.</p> <p>Effective use of paragraphing adds cohesion and aid the reader</p> <p>Demonstrate the ability to plan and structure non-narrative texts appropriately without the use of model</p>

		YEAR FOUR		
		DEVELOPING 20	EXPECTED 22	EMBEDDED 24
	Drafting and Editing	Can, with support, proof-read and amend their own writing, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text.	Independently, proof-read and amend their own writing , checking for accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g. spotting repetitious language, verb/subject disagreement or lapses in tense.	Consistently and confidently proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text.
	Effective use of language/ Vocabulary	Expansion of noun phrases (see sentence structure and grammar) Starting to use noun phrases, adverbs and adjectives are used to create variety and add interest. Adjectives are beginning to be modified for emphasis. Beginning to use a range of powerful verbs. Some evidence of viewpoint, e.g. use of authoritative voice or some evaluative comment, but may not be maintained.	Expansion of noun phrases (see sentence structure and grammar) Noun phrases, adverbs and adjectives are used to create variety and add interest. Adjectives are sometimes modified for emphasis. Beginning to use a wider range of powerful verbs. Attempts to use technical and precise vocabulary in non-narrative writing Writer's viewpoint is established, but may not be maintained.	Confidently and independently through writing across the curriculum: Expansion of noun phrases (see sentence structure and grammar) Noun phrases, adverbs and adjectives are used to create variety and add interest. Adjectives are sometimes modified for emphasis. Beginning to use a wider range of powerful verbs. Attempts to use technical and precise vocabulary in non-narrative writing Writer's viewpoint is established, but may not be maintained.
Transcription	Spelling	Spelling rules and guidance from English Appendix 1 (year 3 and 4) mostly applied	Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied	Spelling rules and guidance from English Appendix 1 (yea 3 and 4) applied Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families
	Handwriting	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined The children should be using towards a joined, legible style of handwriting.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined The children should be using towards a joined, legible style of handwriting.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined The children should be using towards a joined, legible style of handwriting.

YEAR FIVE

DEVELOPING
26

EXPECTED
28

EMBEDDED
30

Sentence Structure/ Grammar

A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, starting to take into account audience and purpose for writing

A variety of sentence structures are used but may not always be controlled

Some relative clauses are starting to be used with support

Usually appropriate use of direct and reported speech

Tense changes are usually appropriate and usually accurate.

Use of fronted adverbials to vary sentence structure, although may not always be controlled

A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing

Expanded phrases and clauses are used to add information or detail.

Appropriate use of direct and reported speech.

Tense changes are appropriate and consistently accurate.

Beginning to use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun

Beginning to indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will must)

A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing and understanding the impact on the reader (e.g. the use of short sentences to add tension or increase pace)

Confident use of expanded phrases and clauses to add information or detail.

Consistent appropriate use of direct and reported speech.

Tense changes are appropriate and consistently accurate.

More confident use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun to add detail to writing

Punctuation

All sentences are demarcated appropriately.

Starting to use commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma)

Inverted commas and other punctuation to indicate direct speech and is starting to use new lines for each new speaker

All sentences are demarcated appropriately.

Use of commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma)

Inverted commas are used to demarcate direct speech, with new lines used for each new speaker.

Some use of brackets, dashes or commas to indicate parenthesis

Confident use of commas for a variety of reasons

Confident use of accurate speech punctuation

Growing use of brackets, dashes or commas to indicate parenthesis

Text Structure and Organisation

Writing for a range of purposes and audiences

Writing is organised appropriately for the purpose of the reader, using a clear structure in which events are well paced and logically related

Paragraphs are usually suitably linked, however transition may be awkward

Characters are developed through action and description.

Descriptions of setting used to create and reflect changes in mood.

In non-narrative writing, new sections/paragraphs are mostly indicated by the consistent use of sub-headings or introductory phrases.

In non-narrative, connections between ideas are established and maintained.

Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader, showing mostly effective use of the structure of the chosen non-fiction text type.

Writing for a range of purposes and audiences

Choose structure and organisation of text depending on audience and purpose

Story structure is well developed, using paragraphs to mark changes of time, scene, action or person.

Within paragraphs, sequences of events are developed around a main sentence

Characters develop through descriptions of appearance, actions and direct or reported speech

Use of fronted adverbials of time, place and number to link ideas across paragraphs

Tense choice and other devices to build cohesion within and across paragraphs

Writing shows consistently effective use of the structure of the chosen non-narrative text type.

A widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs.

Across writing conscious control of paragraphing helps shape the overall pieces in both narrative and non-narrative writing.

Use of fronted adverbials of time, place and number to link ideas across paragraphs independently through writing across the curriculum

Tense choice and other devices to build cohesion within and across paragraphs independently through writing across the curriculum

Independently writing shows consistently effective use of the structure of the chosen non-narrative text type.

Independently a widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs.

Composition

YEAR FIVE

			DEVELOPING 26	EXPECTED 28	EMBEDDED 30
Transcription	Drafting and Editing		independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text and able to suggest some areas for improvement:	Can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing	Can usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing
	Effective use of language/ Vocabulary		<p>Adverbials and expanded noun phrases used to engage and inform. Vocabulary choices are often adventurous.</p> <p>Appropriate use of technical and precise vocabulary for effect in non-narrative writing</p> <p>Narrator's or character's viewpoint is established.</p> <p>Writing in a range of forms is lively and thoughtful, with ideas often sustained and developed in interesting ways, seeking to engage the reader.</p> <p>Writing shows usually appropriate adaptation of features of chosen form to meet the meet the purpose of the task or for a specific audience.</p> <p>Writer's viewpoint is established and usually maintained</p>	<p>Nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description</p> <p>Narrator's or character viewpoint is established and controlled.</p> <p>Writing shows mostly appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience</p> <p>Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc.</p> <p>Writer's viewpoint is established and controlled (e.g. a consistent perspective is evident throughout the piece)</p>	<p>Writing demonstrates carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning , enhance effect, add/slow pace and conjure mood</p> <p>Viewpoint is usually well controlled and convincing</p> <p>Precise, varied and technical vocabulary are used effectively to support the writer's purpose, clarify meaning or add interest</p>
	Spelling		Taught spelling rules and guidance from English Appendix 1 (year 5 and 6) starting to be applied	Taught spelling rules and guidance from English Appendix 1 (year 5 and 6) applied	Taught spelling rules and guidance from English Appendix 1 (year 5 and 6) are applied. Errors are identified through proof reading and self-corrected
Handwriting		<p>Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters</p> <p>The children should be using towards a joined, legible style of handwriting.</p>	<p>Handwriting is legible and fluent, including appropriate choice of letter shape and whether or not to join letters. However this is not always maintained when writing</p> <p>The children should be using towards a joined, legible style of handwriting.</p>	<p>Handwriting is legible, fluent handwriting is usually maintained when writing at an efficient speed</p> <p>The children should be using towards a joined, legible style of handwriting.</p>	

YEAR SIX

		DEVELOPING 32	EXPECTED 34	EMBEDDED 36
Composition	Sentence Structure/ Grammar	<p>Variety of simple, compound and complex sentences is used, usually with some control, in order to create specific effects.</p> <p>Complex sentences usually secure, beginning to position clauses for effect, e.g. using embedded subordinate clauses for economy of expression.</p> <p>Uses co-ordinating and subordinating conjunctions</p> <p>Range of verbs forms used, usually accurately</p>	<p>Variety of simple, compound and complex sentences is controlled and choices are made to reflect formal and informal situations.</p> <p>Control of complex sentences usually shows understanding of manipulation of clauses for different effects.</p> <p>Relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas</p> <p>Uses verb tenses consistently and correctly throughout their writing**</p> <p>Range of verbs forms (e.g. conditional and passive) used, mostly accurately.</p> <p>Use of passive to affect the presentation of information in a sentence</p> <p>Appropriate choice of tense to support whole text cohesion</p> <p>Modal verbs and adverbs to indicate degrees of possibility, probability and certainty</p>	<p>According to audience, purpose and context, writing demonstrates assured use of:</p> <ul style="list-style-type: none"> - Sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas <p>Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this***</p>
	Punctuation	<p>Some attempts to use more ambitious punctuation, however this may not be always used accurately (including brackets, dashes or commas to indicate parenthesis, hyphens to avoid ambiguity; consistent punctuation of bullet points; use of semi-colon, colon and dash to mark the boundaries between independent clauses (e.g. It's raining; I'm fed up); and use of colon to introduce a list and use of semi-colon within list)</p> <p>Uses capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly*</p>	<p>Consistent, accurate use of commas within sentences to separate items in a list, phrases and clauses.</p> <p>Range of punctuation is mostly accurately used (including brackets, dashes or commas to indicate parenthesis, hyphens to avoid ambiguity; consistent punctuation of bullet points; use of semi-colon, colon and dash to mark the boundaries between independent clauses (e.g. It's raining; I'm fed up); and use of colon to introduce a list and use of semi-colon within list)</p> <p>Uses the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)**</p>	<p>Uses the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. ^***</p>

YEAR SIX

YEAR SIX			
	DEVELOPING 32	EXPECTED 34	EMBEDDED 36
Text Structure and Organisation	<p>Writing for a range of purposes and audiences*</p> <p>Use of fronted adverbials of time, place and number to link ideas across paragraphs</p> <p>Elements of dialogue, action and description are interwoven appropriately, however may not always be balanced</p> <p>Writing includes significant interaction between characters.</p> <p>Uses paragraphs to organise ideas*</p> <p>Ideas are usually organised into appropriately sequenced sections or paragraphs which lead to a well-drawn conclusion</p> <p>Secure and effective use of the chosen text type to establish context and purpose of writing.</p> <p>Uses some cohesive devices within and across sentences and paragraphs</p> <p>Each section/paragraph has a clear focus around which content is organised.</p> <p>Wide range of layout conventions and presentational devices used to indicate main and supporting points</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) *</p>	<p>Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) **</p> <p>Paragraphs to develop and expand some ideas, descriptions, themes and events in depth</p> <p>Relationships between paragraphs usually give clear structure and coherence to the whole story.</p> <p>Elements of dialogue, action and description are interwoven appropriately</p> <p>Integrate dialogue in narratives to convey character and advance the action. **</p> <p>A range of organisational and presentational devices, including use of columns, bullet points and tables to guide the reader</p> <p>Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms; <i>repetition of a word or phrases and ellipsis</i>) within and across paragraphs**</p> <p>Controlled use of structure across the whole piece which maintains and emphasises the context and purpose of writing.</p> <p>In narratives, describes settings, characters and atmosphere**</p> <p>In non-narrative writing, within sections /paragraphs ideas are clearly developed or explained, including relevant detail.</p> <p>Ideas are mostly organised into appropriately sequenced sections or paragraphs which contribute to the overall effectiveness and shape of the text.</p>	<p>Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)***</p>
Drafting and Editing		<p>Effective of own writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning</p>	<p>The drafting process is used to make deliberate choices of grammar and vocabulary to change and enhance meaning for intended effect</p> <p>Effectiveness of own writing is evaluated and edited to make assured changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>

YEAR SIX

		DEVELOPING 32	EXPECTED 34	EMBEDDED 36
Transcription	Effective use of language/ Vocabulary	<p>Vocabulary choices are often imaginative and mostly used precisely</p> <p>Writer mostly makes appropriate choices between colloquial language and formal language</p> <p>In narratives, describe settings and characters*</p> <p>Precise, varied and technical vocabulary are used effectively to support the writer's purpose, clarify meaning or add interest in non-narrative writing</p> <p>Shows consistently appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience.</p> <p>Conclusion may attempt to relate subject to reader or make direct appeal to reader.</p> <p>Viewpoint is usually well controlled and convincing.</p>	<p>Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and augment meaning</p> <p>Makes appropriate choices between colloquial language and standard English (match formal and informal situations)</p> <p>In narratives descriptions of settings, characters and atmosphere is used appropriately including integration of dialogue to convey character and advance the action.**</p> <p>Effective use of well-chosen phrases e.g. adverbials, expanded noun phrases are used to engage reader and for clarity of meaning.</p> <p>Expanded noun phrases to convey complicated information concisely</p> <p>Uses wider range of narrative techniques to engage the reader, e.g. use of flashback and time-shift.</p> <p>Viewpoint is well controlled and convincing.</p>	<p>Consistently precise vocabulary and grammatical choices, including use of the subjunctive mood where appropriate, to suit both formal and informal situations</p> <p>Vocabulary is varied, precise and often ambitious</p> <p>A range of stylistic features contribute to the effect of the text e.g. rhetorical questions, repetition for effect, figurative language</p> <p>Distinguishes between the language of speech and writing and chooses the appropriate register***</p>
	Spelling	<p>Spells most words correctly* (years 3 and 4)</p> <p>Spells some words correctly* (years 5 and 6) (see Appendix 1)</p>	<p>Morphological and etymological knowledge, and the full range of spelling rules and patterns, listed in Appendix 1 (Y5 and Y6) are mostly applied.</p> <p>Spells correctly most words from the year 5 / year 6 spelling list,** and uses a dictionary to check the spelling of uncommon or more ambitious vocabulary**</p>	<p>Accurate spelling, with only occasional errors in more ambitious vocabulary</p>
	Handwriting	<p>Handwriting is legible, fluent handwriting is usually maintained when writing at an efficient speed</p> <p>Write legibly*</p> <p>Beginning to develop a personal legible style.</p> <p>Chooses the writing implement style of handwriting that is best suited for the task</p>	<p>Maintains legibility in joined handwriting when writing at speed.**</p>	<p>Legible, fluent handwriting is mostly maintained when writing at sustained, efficient speed</p>

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