

Writing Assessment at Kingsacre School

What are we looking for when we assess your child's writing?

Writing - Y1

- To form letters correctly
- To use phonic knowledge and skills to spell phonetically regular words and simple suffixes/prefixes e.g. s, es, ed, ing, er, est
- To spell common exception words
- To form capital letters correctly
- To use spaces between words
- To use capital letters for names and the personal pronoun 'I'
- To use basic descriptive language
- To sequence sentences to form a short narrative or piece of information writing
- To orally rehearse sentences before writing
- To join words and clauses using 'and'

Writing - Y2

- To accurately demarcate sentences with full stops, capital letters, commas for lists and some question/exclamation marks
- To begin to write statements, questions, exclamations and commands
- To expand noun phrases to add detail
- To develop cohesion by using past/present tense correctly
- To use subordinating and coordinating conjunctions
- To segment spoken words into phonemes and represent these by graphemes
- To spell common exception words and common suffixes correctly
- To produce handwriting which: is joined, has spaces between words, is correctly sized and orientated
- To organise writing into simple sections
- To write for a range of purposes using appropriate vocabulary and simple text features

Writing Y3

- To write a range of sentences with more than one clause by varied using conjunctions
- To expand noun phrases by use of modification before the noun and prepositional phrases after
- To use a range of verb forms to develop shades of meaning e.g. simple/past/present/progressive/perfect
- To demarcate sentences accurately throughout using capitals, full stops, question and exclamation marks
- To create character, plot and settings in narrative
- To use a range of organisational devices e.g. sub headings
- To organise paragraphs around a theme
- To write for a real purpose and audience
- To write using a rich and varied vocabulary
- To spell most words correctly from the common words, exception words and some of Y3/4 spelling list
- To use joined writing consistently

Writing - Y4

- To express time, place and cause using adverbs, adverbials and prepositions
- To use fronted adverbials, demarcated with commas
- To develop increasing accuracy in the use of inverted commas and other punctuation to indicate speech
- To use apostrophes to mark plural possession and contraction
- To create settings, characters and plot in narrative
- To use a range of organisational devices e.g. sub headings
- To use pronouns and nouns within and across sentences to aid cohesion
- To demonstrate understanding of main features of different texts
- To write using a rich and varied vocabulary, appropriate to text
- To spell most words correctly from the Y3/4 spelling list
- To use joined up handwriting consistently and independently

Writing - Y5 - use working towards of the interim framework

- To use linked paragraphs to organise ideas.
- To describe settings and characters.
- To use some cohesive devices within and across sentences and paragraphs.
- To use different verb forms mostly accurately.
- To use subordinating and coordinating conjunctions.
- To use capital letters, full stops, question marks, exclamation marks, commas and apostrophes mostly correctly.
- To spell most words correctly from the Y3/4 spelling list.
- To spell some words correctly from the Y5/6 spelling list.
- To produce legible and joined handwriting.

Writing - Y6

Interim Framework

- To create atmosphere, and integrate dialogue to convey character and advance the action.
- To use a wide range of clause structures sometimes varying their position within the sentence.
- To use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision.
- To use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly and making correct use of semi-colons, colons, dashes and hyphens.
- To spell most words correctly from the Y5 & Y6 spelling list.
- To maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
- To select vocabulary and grammatical structures which reflect the level of formality required mostly correctly.
- To use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.