

Whole School Assessment Progression for Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PD1 Write for different audiences and purposes	Writes sentences independently for a variety of audiences and purposes, including some short narratives.	- Write simple, coherent narratives about personal experiences and those of others (real or fictional). - Write about real events, recording these simply and clearly.	- Begin to write for different purposes and audiences showing some awareness of the reader. - In narratives – begins to describe settings and characters and create simple plots.	- Write for different purposes and audiences, showing awareness of the reader. - In narratives - create and describe settings, characters and plots.	- Write effectively for a range of purposes and audiences. - Begin to choose language that shares an awareness of the reader. - In narratives - can describe setting, characters and atmosphere and begins to integrate dialogue to convey character and move the action on.	- Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader. - In narratives - can describe setting, characters and atmosphere integrating dialogue to convey character and move the action on.
PD2 Grammatically accurate sentences	Write in grammatically accurate sentences, generally using a subject – verb – object structure.	- Produce grammatically accurate sentences with different forms and functions in their writing (statements, questions, exclamations, commands). - Use past and present tense mostly accurately and consistently. - Use co-ordination (and/or/but). - Use some subordination to join clauses (when/if/that/because). - Include different levels of detail (using adjectives, adverbs and expanded noun phrases).	- Write a variety of grammatically accurate sentences having different structures and functions. - Have consistent use of past and present tense correctly. - Begin to use the progressive forms. - Express time, place and clause using conjunctions. - Begin to recognise the differences between Standard English and Non-Standard English.	- Write in grammatically accurate sentences, with a variety of forms and functions. - Some correct use of past present and progressive tense forms. - Use a range of conjunctions to produce a variety of accurate sentences of more than one clause mostly correctly. - Use adjectives and noun phrases to add detail. - Recognise differences between Standard English and Non-standard English.	- Write in grammatically accurate sentences, with a variety of forms and functions. - Ensures the consistent and correct uses of tense throughout. - Use relative clauses and fronted adverbials to vary structures. - Indicate degrees of possibility using adverbs or modal verbs. - Recognise differences between Standard English and Non-Standard English and apply these to their writing.	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately: - Using expanded noun phrases, adverbs and prepositional phrases effectively. - Use a wide range of clause structures, sometime varying their position within a sentence. - Use passive and modal verbs appropriately.
PD3 Accurate punctuation	- Uses capital letters and full stops to demarcate sentences mostly accurately. - Some use of question marks and exclamation marks to demarcate sentences. - Some use of capital letters for names of people, places and days of the week.	- Demarcates most sentences with capital letters and full stops (including names of people, places and days of the week). - Use question marks correctly when required. - Begin to use commas in a list. - Use apostrophes for contractions mostly accurately.	- Use a range of punctuation mostly correctly (capital letters, full stops, question marks and exclamation marks). - Some use commas in lists and apostrophes for possession. - Beginning to use inverted commas for direct speech.	- Use a range of punctuation mostly correctly, (capital letters, full stops, question marks and exclamation marks, apostrophes for possession and contractions and commas in lists). - Use inverted commas to show direct speech. - Some use of commas to separate clauses.	- Use a range of punctuation mostly correctly, (capital letters, full stops, question marks, exclamation marks, apostrophes and commas for lists). - Begin to use commas to clarify meaning or avoid ambiguity and to separate clauses. - Use full punctuation for direct speech mostly correctly. - Some use of punctuation for parenthesis (brackets, commas or dashes)	- Use a range of punctuation taught at key stage 2 mostly correctly: - Capital letters, full stops, question marks, exclamation marks, apostrophes, full speech punctuation, commas for lists and to separate clauses. - Use punctuation for parenthesis (can be brackets, commas or dashes). - Some correct use of semi-colons, dashes, colons and hyphens. (semi colons and colons can be used in a list)
PD4 Text structure and organisation	Use age appropriate structures for beginning, middle and end as set out in the Talk 4 Writing planning document.	- Use age appropriate structures for beginning, middle and end as set in Talk 4 Writing planning document. - Show some awareness that writing may be divided into sections (e.g. through the use of titles, headings or spaces between groups of sentences).	- Use age appropriate structures for beginning, middle and end as set in Talk 4 Writing planning document. - Begins to organise paragraphs around a theme. - Begins to use topic sentences to introduce the theme of a paragraph.	- Use age appropriate structures for beginning, middle and end as set in Talk 4 Writing planning document. - Paragraphs are organised around a theme mostly accurately. - Paragraphs have topic sentences to introduce mostly accurately.	- Use age appropriate structures for beginning, middle and end as set in Talk 4 Writing planning document. - Use devices to build cohesion at the start and within a paragraph. - Uses further organisational and presentational devices to structure a text and guide the reader (e.g.	- Use age appropriate structures for beginning, middle and end as set in Talk 4 Writing planning document. - Use a range of devices, to build cohesion, within and across paragraphs.

A Longleaze Learner...

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					headings, bullet points.)	
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PD5 Vocabulary (both orally and through written work)	- Make simple, appropriate word choices to convey meaning. - Use adjectives and some expanded noun phrases for description. - Use 'and' for joining words and clauses. - Use and understand age – appropriate grammar terminology to discuss their writing.	- Make some adventurous word choices. - Use adjectives, adverbs and expanded noun phrases to describe and specify.	- Choose some words for effect or occasion. - Use adjectives, adverbs and expanded noun phrases to describe and specify.	- Make some adventurous and apt word choices. - Use nouns and noun phrases, modified by adjectives, adverbs and other nouns confidently and consistently to add detail.	- Make deliberate vocabulary choices. - Use nouns and noun phrases modified by adjectives, adverbs, other nouns and prepositional phrases to expand and develop ideas, information and description.	- Select vocabulary that reflects what the writing requires, doing this mostly appropriately: - Use expanded noun phrases to convey complicated information concisely. - Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty.
PD6 Spelling (from Appendix 1) Grammar (from Appendix 2)	- Has met the majority of the statutory requirements in spelling and grammar in appendix 1 and 2 - Names the letters of the alphabet in order. - Is working at phase 5 or above.	- Spelling many common exception words correctly in writing. - Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. - Has met the majority of the statutory requirements in spelling and grammar in appendix 1 and 2.	- Has met the majority of the statutory requirements in spelling and grammar in appendix 1 and 2. - Spell correctly some words from the Year 3/4 spelling list.	- Has met the majority of the statutory requirements in spelling and grammar in appendix 1 and 2. - Spell correctly most words from the Year 3/4 spelling list.	- Has met the majority of the statutory requirements in spelling and grammar in appendix 1 and 2. - Spell correctly some words from the Year 5/6 spelling list.	- Spell correctly most words from the year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. - Has met the majority of the statutory requirements in spelling in appendix 1 and 2.
PD7 Handwriting	- Hold a pencil comfortably and correctly. - Form and orientate lower case letters starting and finishing in the right place. - Form and orientate capital letters and digits 0 to 9 starting and finishing in the right place. - Begin to join letters as appropriate.	- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. - Maintains some consistency in the size and spacing of digits and lower case letters throughout pieces of writing. - Uses spacing appropriately between words.	Write in a legible style, showing accuracy and consistent letter formation, using diagonal and horizontal joins.	Write in a legible style, consistently and joining correctly.	- Writes legibly and fluently in joined up handwriting. - Adapts their handwriting styles to appropriate tasks when required.	- Maintain legibility in joined handwriting when writing at speed. - Make choices of style to reflect the purpose of a task.
PD8 Evidence of (re)drafting and proofreading	- Plan by saying out loud what the writing will be about. - Discuss their own writing with others. - Begin to re-read their own writing to check that what is written makes sense.	- Gather and write down ideas and key words. - Evaluate their own word choices, grammar and punctuation through discussion with others. - With support, re-read their own writing to check their meaning is clear. - With support, re-read their own work for grammar and spelling errors.	- Gather and write down ideas and key words from a wide range of sources. - Evaluate their own writing according to purpose, the effectiveness of word choice, grammar and punctuation. - Make simple additions, corrections and revisions, often without prompting.	- Make some clear choices of grammar and vocabulary. - Evaluate the effectiveness of their own and others' writing. - Suggest improvements to grammar and vocabulary. - Proof-read for spelling and punctuation errors.	- Make clear choices about vocabulary and sentence structure. - Evaluate the effectiveness of their own and others' writing to propose changes to grammar and vocabulary. - Proof-read for spelling and punctuation errors.	- Make clear, appropriate choices of grammar and vocabulary to clarify and enhance meaning. - Evaluate and edit their own and others' writing to make appropriate changes to enhance effects and clarify meaning. - Proof-read to ensure accuracy of spelling and punctuation.

Year 2 and Year 6: Bullet points highlighted in green denote KS1 teacher assessment targets as set by the DfE in the Teacher Assessment Frameworks 2019 onwards.

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