



## Writing Assessment Criteria for use in ongoing Teacher Assessment (Years 1-6)

## Updated Autumn 2015

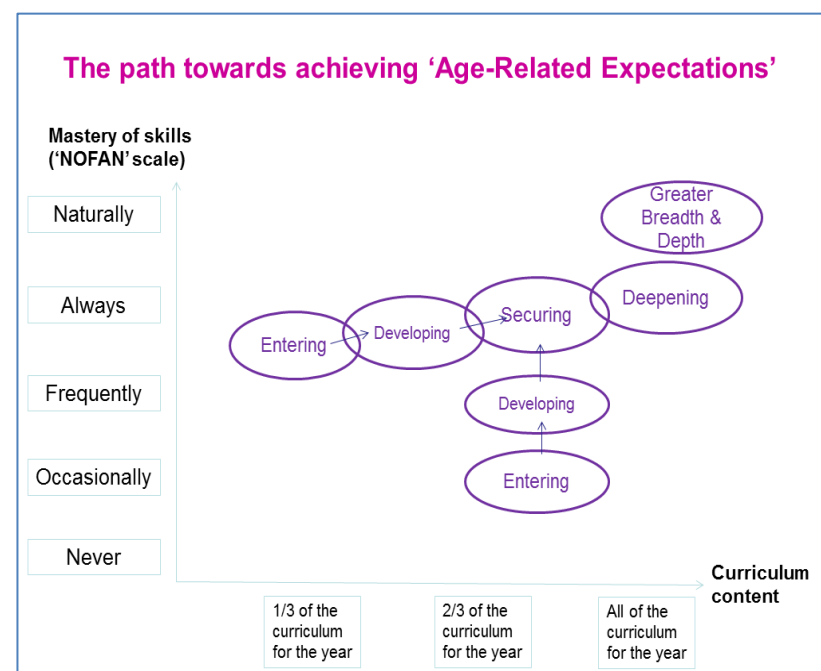
## HfL Assessment Criteria for Writing

This document provides guidance on the progression of skills in writing. Some of the assessment criteria are written in **bold** – this signifies that they are key criteria for the age group in question. Summative judgements about the ‘step’ in which children are working need to take into account all of the key aspects of writing in equal measure. To be working securely within age-related expectations, there needs to be a strong balance of skills, including Effect on audience, Sentence structure and punctuation, Text organisation, Handwriting and Spelling (particularly focusing on the bold statements).

In general, the approach to deciding the ‘step’ in which a child is working is as follows:

- consider which skills the child has shown evidence of working securely (i.e. the skill has been seen applied in a range of different situations and is frequently demonstrated accurately) and which skills the child is beginning to develop
- evaluate the overall extent to which the full range of skills listed on the assessment sheet have been secured to determine the ‘step’, for example (using steps A0/1/2/3 – based on curriculum expectations for Y1):

- **Entering (A0)** – this step could mean that a child is showing a reasonable degree of security in some of the criteria for the year group (as a rough guide, up to about 25% of the criteria) or it could mean that a child is showing evidence of a broad range of the skills but only very occasionally, not yet securely
- **Developing (A1)** – this step could mean that a child is secure in many of the aspects of the criteria (as a rough guide, up to about 60% of the criteria, including a strong focus on the bold statements) or it could mean that a child is showing evidence of a broad range of the skills with growing frequency, but not yet fully secure
- **Securing (A2)** – this step means that a child is secure in most of the aspects of the criteria (as a rough guide, up to about 80% of the criteria, including most of the bold statements) i.e. they frequently demonstrate an understanding of most of the skills for the year group
- **Deepening (A3)** – this step means that a child is secure in almost all (more than 80%, up to 100%) of the skills, with increasing levels of accuracy  
NB the ‘deepening’ step overlaps with the ‘entering step’ of the next year group because the process of extending and enriching children’s learning as they embed the skills of one year group is likely to ‘dip into’ some of the core skills of the next year group – although we advise against delving too far into the curriculum of the next year, suggesting instead that enrichment occurs by going ‘broader and deeper’ – applying the range of skills in more sophisticated contexts to fully embed the learning



Provided a child has reached Securing at the end of an academic year, the next teacher should be pitching their teaching firmly within the age-appropriate skills of the new year group (whilst being aware of any particularly significant gaps a child may have from the previous year), so that the child can hopefully be assessed as Entering into the new year group’s skills by the end of the Autumn term.

## Progression in the process of writing – composition

|             | <b>Planning</b><br><i>(and modelling)</i>   | <b>Drafting and writing</b>  | <b>Evaluating and editing</b><br><i>(Review and Improve)</i>  | <b>Proof-reading</b>   | <b>Presenting</b> (reading aloud)  |
|-------------|---|--|---|--|--|
| <b>Y1</b>   | saying out loud what they are going to write about<br><br>composing a sentence orally before writing it   | sequencing ideas   | Discussing what they have written with the teacher or other pupils  | re-reading what they have written to check that it makes sense   | Reading their writing aloud, clearly enough to be heard by their peers and the teacher   |
| <b>Y2</b>   | planning or saying out loud what they are going to write about<br><br>writing down ideas and/or key words, including new vocabulary   | encapsulating what they want to say, sentence by sentence  | evaluating their writing with the teacher and other pupils in order to make simple additions, revisions and corrections   | rereading to check that their writing makes sense<br><br>proofreading to check for errors in spelling, grammar and punctuation | reading aloud what they have written with appropriate intonation to make the meaning clear   |
| <b>Y3/4</b> | discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br><br>discussing and recording ideas   | composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | assessing the effectiveness of their own and others' writing and suggesting improvements<br><br>proposing changes to grammar and vocabulary to improve consistency  | proofreading for spelling and punctuation errors   | reading their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear |
| <b>Y5/6</b> | identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own<br><br>noting and developing initial ideas, drawing on reading and research where necessary | selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  | assessing the effectiveness of their own and others' writing<br><br>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | proofreading for spelling and punctuation errors   | performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear   |

NB these statements are taken straight from the National Curriculum

| HfL Assessment Criteria for Phase A Steps 0/1/2/3 (based on curriculum expectations for Year 1)   |   |
|---|---|
| Writing across a range of texts - Composition   |   |
| <p><b>Sentence structure and punctuation</b></p> <ul style="list-style-type: none"> <li>leaves spaces between words</li> <li>uses simple / single clause sentences to recount own experiences in writing</li> <li>uses a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>punctuates most single-clause sentences with a capital letter and full stop</li> <li>punctuates multi-clause sentences, which use the coordinating conjunction 'and', some of the time</li> <li>punctuates sentences using question marks or exclamation marks some of the time</li> <li>composes sentences orally, using a variety of grammatical structures</li> <li>retains and transcribes own sentences a key phrase at a time, maintaining the sense most of the time</li> <li><b>re-reads what they've written to check sense and attempts to edit for sense</b></li> </ul> | <p><b>Text organisation</b></p> <ul style="list-style-type: none"> <li>sequences sentences to form short narratives and simple non-fiction text types</li> <li>writes own version of a familiar story using a series of sentences to sequence events</li> <li>includes story language and patterns <i>e.g. one day, suddenly, in the end</i></li> <li>makes some choices of appropriate vocabulary</li> <li>conveys information and ideas in simple non-narrative forms such as simple lists for planning or reminding</li> <li>uses simple features correctly <i>e.g. greeting in a letter, numbers in a list...</i></li> <li><b>independently chooses what to write about</b></li> <li><b>lists words and phrases to describe details of first hand experiences using the senses</b></li> <li><b>uses and continues a repeating pattern</b></li> <li>writes complete stories with a simple structure: beginning – middle – end</li> <li>decides where stories are set, includes good and bad characters and uses ideas from reading for some incidents and events</li> <li>uses time words to aid sequencing <i>e.g. first, next, finally (to be formally introduced as adverbs to indicate time in year 3)</i></li> <li>assembles information on a subject in own experience, <i>e.g. food, pets</i></li> <li>uses 'because' to provide reasoning</li> <li>orally rehearses, plans and develops own imaginative ideas, <i>e.g. magical wishes</i></li> </ul> |
| <p><b>Uses the grammatical terminology to talk about their writing:</b><br/>letter (Reception ARE), capital letter, word (Reception ARE), singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>   |   |
| <p><b>Effect on audience</b></p> <ul style="list-style-type: none"> <li><b>uses story language, sentence patterns and sequencing words to organise events, <i>e.g. then, next etc.</i></b></li> <li><b>writes simple non-fiction text types linked to topics of interest/study or to personal experience, <i>e.g. recount or explanation, using the language of texts read as models for own writing</i></b></li> <li><b>discusses what they have written with the teacher or other pupils</b></li> <li>re-tells/imitates familiar stories and recounts events; includes main events in sequence, focusing on who is in the event, where events take place and what happens in each event</li> <li>acts out stories and portrays characters and their motives</li> </ul>  |   |

Writing across a range of texts - Transcription

Handwriting

- sits correctly at a table, holding a pencil comfortably and correctly
- begins to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top
- forms capital letters
- forms digits 0-9
- understands which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)
- makes distinctions in most writing between ascenders and descenders and other ‘between the line’ letters
- clearly distinguishes between similar looking letters, e.g. h/n, a/g, a/e etc

Spelling

- spells most words relating to the Y1 curriculum statements correctly, building on Reception spelling expectations (according to phonics scheme used)  
Please refer to additional spelling guidance at the end of this document.
- spells by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly
- spells the days of the week

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|---|---|--|---|---|
| Evidence of none or just a few of these skills – refer to EYFS Outcomes or P-levels | <b>Entering</b> (some of these aspects secure, or occasional evidence across most skills) = <b>A0</b> | <b>Developing</b> (many of these aspects secure, or more frequent evidence across most skills) = <b>A1</b> | <b>Securing</b> (most of these aspects secure most of the time) = <b>A2</b> | <b>Deepening</b> (almost all of these aspects secure) = <b>A3</b> |
|---|---|--|---|---|

Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

**HfL Assessment Criteria for Phase A Steps 4/5/6 (based on curriculum expectations for Year 2)****Writing across a range of texts - Composition****Sentence structure and punctuation**

- punctuates single clause sentences and multi-clause sentences using co-ordinating conjunctions mostly accurately
- uses sentences with different forms: statement, question, exclamation, command
- expands sentences using co-ordination (using *or*, *and*, *but*) and subordination (using *when if*, *that*, *because*)
- uses expanded noun phrases to describe and specify *e.g. the blue butterfly*
- shows some variation in sentence openings (*not always opening with the subject*)
- uses appropriate adjectives and adverbs to give essential information *e.g. 'plain flour' rather than 'flour' or 'fluffy, white flour'*
- uses both familiar and new punctuation correctly most of the time, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- uses the present and past tenses mostly correctly and consistently including the progressive form (*past progressive: he was running; present progressive: he is running*)
- proof reads for spelling and punctuation errors

**Text organisation**

- plans and writes own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story
- describes characters and includes some dialogue (NB no expectation of speech punctuation)
- assembles information on a subject and uses texts read as a template for writing, using language appropriate to the text type
- writes simple information texts incorporating labelled pictures and diagrams
- selects appropriate words and phrases to describe details of first hand experiences and can justify their choices
- plans and writes narratives based on models provided, developing structure beyond simple beginning, middle and end plans or says out loud what they are going to write about
- re-tells/imitates/adapts familiar stories with events in sequence and includes some dialogue and formal story language
- writes poems following a modelled style

**Uses the grammatical terminology to discuss their own and other's writing:** noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma. **Continues to use terminology from previous year groups.**

**Effect on audience**

- writes stories often based on personal experiences or using typical settings, characters and events
- writes familiar stories/about familiar characters including relevant details that sustain the reader/listener's interest
- explores characters' feelings and situations in stories, using role play and oral rehearsal
- suggests viewpoint with brief comments or questions on actions or situations
- establishes basic purpose of a text (*e.g. main features of story, report*), uses some features of the given form maintaining consistency in purpose and tense
- chooses words carefully for effect in poetry, *e.g. uses alliteration*
- re-reads to check that their writing makes sense, and that tenses are consistent
- evaluates their writing with the teacher and other pupils

## Writing across a range of texts - Transcription

## Handwriting

- forms lower-case letters of the correct orientation and size relative to one another
- starts writing at the middle or top of letters and leaves the end ready to join later
- has begun to use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left un-joined
- writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- uses spacing between words that reflects the size of the letters

## Spelling

- spells most words relating to the Y2 curriculum statements correctly, after independent proof-reading
- spells most words relating to the statements from previous year groups correctly, after independent proof-reading

Please refer to additional spelling guidance at the end of this document.

KS1 Interim Teacher Assessment Framework (2016) expectations:

- segments spoken words into phonemes and representing these by graphemes, spelling many correctly
- spells many common exception words correctly
- spells some words with contracted forms correctly
- adds suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly

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| Evidence of none or just a few of these skills – refer to A0/1/2/3 sheet | <b>Entering</b> (some of these aspects secure, or occasional evidence across most skills) = <b>A3</b> | <b>Developing</b> (many of these aspects secure, or more frequent evidence across most skills) = <b>A4</b> | <b>Securing</b> (most of these aspects secure most of the time) = <b>A5</b> | <b>Deepening</b> (almost all of these aspects secure) = <b>A6</b> | All aspects secure, now going 'broader and deeper' = <b>A+</b> |
|--|---|--|---|---|--|

Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

**HfL Assessment Criteria for Phase B Steps 1/2/3 (based on curriculum expectations for Year 3)****Writing across a range of texts - Composition****Effect on audience**

- writes in a range of genres/forms, taking account of different audiences and purposes.
- imitates authorial techniques gathered from reading
- uses some detail in the description of setting or characters' feelings or motives
- uses dialogue to reveal detail about character/ move the narrative forward
- begins to use figurative language including similes
- attempts to adopt a viewpoint (NB fiction and non-fiction)
- selects and uses formal and informal styles and vocabulary appropriate to the purpose/reader
- ensures relevant details are included
- shows awareness of the reader in own proof reading and editing

**Uses the grammatical terminology when talking about their writing:** preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks'). **Continues to use terminology from previous year groups.**

**Sentence structure and punctuation**

- uses single clause sentences and multi-clause sentences (using coordinating conjunctions) mostly accurately and some multi-clause sentences (using subordinating conjunctions) accurately
- expresses 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*]
- uses inverted commas to punctuate direct speech
- uses the present perfect form of verbs to contrast to the simple past e.g. *'He has gone out to play'* contrasted with *'He went out to play'*
- shows some developing evidence of commas to mark grammatical boundaries within sentences
- **proof reads for spelling and punctuation errors.**
- **proposes changes and edits own and others' writing for vocabulary, punctuation, spelling and grammar**

**Text organisation**

- plans and writes stories based on own experience using the structure (opening, dilemma/ conflict/ problem, resolution, ending), ending texts effectively
- begins to use paragraphs to group related materials
- includes a structured sequences of events linked using conjunctions and adverbs
- links events using a wider range of conjunctions and adverbs e.g. *'after a while', 'early one morning'* (emerging use of adverbials to lay the ground for year 4)
- uses either 1<sup>st</sup> or 3<sup>rd</sup> person consistently
- turns notes into sentences grouping information, often moving from general to more specific detail
- includes the use of organisational devices to aid conciseness such as numbered lists or headings, based on notes from several sources
- writes an opening paragraph and further paragraphs for each stage of the story ensuring that sequence is clear and making decisions about how the plot will develop
- uses the features of poetic forms studied



Writing across a range of texts - Transcription

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|--|--|
| <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>beginning to use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined</li><li>increases the legibility, consistency and quality of handwriting <i>e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</i></li></ul> | <p><b>Spelling</b></p> <ul style="list-style-type: none"><li>spells some words relating to the Y3/4 curriculum statements and word lists correctly, after independent proof-reading</li><li>spells most words relating to the statements from previous year groups correctly, after independent proof-reading</li></ul> <p>Please refer to additional spelling guidance at the end of this document.</p> |
|--|--|

|  |  |  |   |   |
|--|--|--|---|---|
| Evidence of none or just a few of these skills – refer to Phase A sheets | <b>Entering</b> (some of these aspects secure, or occasional evidence across most skills) = <b>A6</b> (equivalent to B0) | <b>Developing</b> (many of these aspects secure, or more frequent evidence across most skills) = <b>B1</b> | <b>Securing</b> (most of these aspects secure most of the time) = <b>B2</b> | <b>Deepening</b> (almost all of these aspects secure) = <b>B3</b> |
|--|--|--|---|---|

Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

**HfL Assessment Criteria for Phase B Steps 4/5/6 (based on curriculum expectations for Year 4)****Writing across a range of texts - Composition****Effect on audience**

- writes in a range of genre/forms, taking account of different audiences and purposes
- evaluates the effectiveness of own and others' writing and suggest improvements
- includes descriptive detail and makes writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor e.g. 'The tropical forest with its dense canopy..., '...eyes of fire...'
- sequences events clearly and shows how one event leads to another using appropriate conjunctions and adverbials
- develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters
- includes character descriptions designed to provoke a particular feeling in the reader e.g. *sympathy or dislike*
- organises or categorises information based on notes from several sources
- uses techniques to get the reader on side i.e. addresses them to engage or influence
- imitates authorial techniques gathered from the reading of age-appropriate texts
- includes details expressed in ways that engage the reader e.g. 'Girls with flowing scarves danced to the...' 'Underfoot, the forest floor is teeming with life.'
- evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy

Uses the grammatical terminology when discussing their writing: determiner, pronoun, possessive pronoun, adverbial.

Continues to use terminology from previous year groups.

**Sentence structure and punctuation**

- uses single clause sentences and multi-clause sentences (using coordinating conjunctions), and multi-clause sentences (using subordinating conjunctions) broadly accurately
- uses Standard English forms for verb inflections instead of local spoken forms e.g. *we were* instead of *we was*, or *I did* instead of *I done*
- uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair'
- uses fronted adverbials e.g. *Later that day, I heard the bad news*
- uses inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas e.g. *The conductor shouted, "Sit down!"*
- selects appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition
- uses apostrophes to mark plural possession e.g. *the girl's name, the girls' names*
- uses commas after fronted adverbials
- proof reads for spelling and punctuation errors

**Text organisation**

- uses paragraphs to organise ideas around a theme.
- groups information, often moving from general to more specific detail and examples or elaborations
- paragraphs shift to indicate a change in setting, character, time rather than simply reflecting stages in planning
- uses a new line for a new speaker when writing direct speech
- organises or categorises information based on notes from several sources
- imitates poetic structures studied

## Writing across a range of texts - Transcription

## Handwriting

- securing the use of the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined
- increases the legibility, consistency and quality of handwriting  
*e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch*

## Spelling

- spells most words relating to the Y3/4 curriculum statements and word lists correctly, after independent proof-reading
- spells most words relating to the statements from previous year groups correctly, after independent proof-reading

Please refer to additional spelling guidance at the end of this document.

|  |   |  |   |   |  |
|--|---|--|---|---|--|
| Evidence of none or just a few of these skills – refer to B1/2/3 sheet | <b>Entering</b> (some of these aspects secure, or occasional evidence across most skills) = <b>B3</b> | <b>Developing</b> (many of these aspects secure, or more frequent evidence across most skills) = <b>B4</b> | <b>Securing</b> (most of these aspects secure most of the time) = <b>B5</b> | <b>Deepening</b> (almost all of these aspects secure) = <b>B6</b> | All aspects secure, now going 'broader and deeper' = <b>B+</b> |
|--|---|--|---|---|--|

Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

## HfL Assessment Criteria for Phase C Steps 1/2/3 (based on curriculum expectations for Year 5)

## Writing across a range of texts - Composition

## Effect on audience

- writes in a range of genres/forms, taking account of different audiences and purposes
- begins to consciously control sentence structures in their writing [single clause sentences and multi-clause sentences (using coordinating conjunctions) and multi-clause sentences (using subordinating conjunctions) broadly accurate]
- develops some aspects of characterisation through what characters say and do
- engages reader and sustains interest in narrative and non-fiction
- uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect
- makes use of structures that do not reflect spoken language e.g. 'It had been a strange day and it was about to get stranger'; 'brazenly, without a care in the world...'
- uses the features of the chosen form independently and confidently in a range of conventional text types e.g. graphic devices such as charts and diagrams, straightforward instructions
- maintains an appropriate balance between dialogue and narrative
- uses expressive and figurative language
- sustains and develops ideas in interesting ways
- makes consistent use of style, appropriate to form, subject or audience to maintain interest
- considers and evaluates different viewpoints (own and others, biased and balanced)
- evaluates and adapts own and others' writing for purpose and audience, with guidance

Uses the grammatical terminology to discuss their own and others' writing: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. Continues to use terminology from previous year groups.

## Sentence structure and punctuation

- makes precise and effective use of expanded noun phrases modifiers before and after the noun, and through considered use of adverbials e.g. a shy boy with pale, delicate features; a soft material that can be moulded
- uses a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events
- ensures correct subject and verb agreement when using singular and plural
- where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur)
- uses relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun e.g. the dress that she wore/the dress she wore
- selects the appropriate level of sentence complexity, recognising when a simple construction or succinctness is most appropriate
- uses brackets, dashes or commas for parenthesis e.g. asides, additional information
- places commas, mostly accurately, to clarify meaning or avoid ambiguity (PTO)

## Text organisation

- uses devices to build cohesion within a paragraph e.g. adverbials: shortly, afterwards, eventually; pronouns: Friday had arrived at last. It had been a long time coming
- controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's seat
- ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled
- links ideas across paragraphs using adverbials of time (for example, following on from this strange event...), place (for example, nearby), number (for example, secondly) or tense choice (for example, he had seen her before)
- constructs appropriate introductions and conclusions in non-fiction and varies openings and endings in narrative e.g. opening with dialogue or action; closing with a reflective comment or a moral
- experiments with form in narrative writing e.g. flashbacks; concurrent events, alternative perspectives
- experiments with writing poetry using different forms

- uses pronouns to avoid repetition where appropriate
- indicates degrees of possibility using adverbs (*for example, perhaps, surely*) or modal verbs (*might, should, will, must*)
- **evaluates and edits own and others writing for vocabulary, punctuation, grammar and spelling**
- **proof reads for spelling and punctuation errors**

### Writing across a range of texts - Transcription

#### Handwriting

- writes legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, *e.g. using un-joined script for captions, diagram labels, headings in non-fiction, slogans in posters, filling in a form, in algebra*
  - choosing the writing implement that is best suited for a task

#### Spelling

- **spells some words relating to the Y5/6 curriculum statements and word lists correctly, after independent proof-reading**
- **spells most words relating to the statements from previous year groups correctly, after independent proof reading**

Please refer to additional spelling guidance at the end of this document.

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|--|--|--|---|---|
| Evidence of none or just a few of these skills – refer to Phase B sheets | <b>Entering</b> (some of these aspects secure, or occasional evidence across most skills) = <b>B6</b> (equivalent to C0) | <b>Developing</b> (many of these aspects secure, or more frequent evidence across most skills) = <b>C1</b> | <b>Securing</b> (most of these aspects secure most of the time) = <b>C2</b> | <b>Deepening</b> (almost all of these aspects secure) = <b>C3</b> |
|--|--|--|---|---|

Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

**HfL Assessment Criteria for Phase C Steps 4/5/6 (based on curriculum expectations for Year 6)****Writing across a range of texts - Composition**

In all the stated aspects of writing, pupils will be expected to explain and justify their choices in relation to the impact on the reader

**Effect on audience**

- writes in a range of genres/forms, taking account of different audiences and purposes
- makes precise vocabulary, sentence length, sentence complexity and punctuation choices
- moves between standard and non-standard forms of English appropriately
- chooses register (formal/informal, personal/impersonal) appropriately and for effect
- writes well-structured openings / introductions with appropriate endings / conclusions
- interweaves elements of dialogue, action, description appropriately
- consciously controls sentence structures in their writing e.g. single clause sentences, multi-clause sentences using coordinating conjunctions and multi clause sentences using subordinating conjunctions broadly accurate
- maintains a clear focus when selecting content; plans quickly and effectively
- creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and can develop these images throughout a narrative/poem e.g. *a recurring motif*
- maintains interest for the reader through varied devices, structures and features, e.g. layout, direct appeal to audience, character development, advancing action effectively
- shows flexibility in the use of narrative e.g. *ability to experiment with story opening - starting in the midst of circumstances or with snatches of dialogue or with narrator's synopsis*
- develops points of view and 'authorial voice' e.g. *asides to reader, comments on action, indication of character's thoughts and/or feelings, bias / balances viewpoints in discursive texts*
- proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- evaluates and edits own and others' writing against specific criteria for audience and purpose

**Uses the grammatical terminology when talking about own and others' writing:** subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. **Continues to use terminology from previous years.**

**Sentence structure and punctuation**

- varies length and focus of sentences to express subtleties in meaning and focus on key ideas
- uses a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses for economy of expression
- where appropriate, maintains tense and person consistently; where shifts in tense occur, moves between them with some confidence
- uses full range of punctuation accurately to demarcate sentences; within sentences uses commas to mark grammatical boundaries (with occasional lapses in accuracy), apostrophes and ellipsis for omission or to suggest a shift in time, place, mood or subject (PTO)

**Text organisation**

- uses paragraphs purposefully and creatively to clearly structure main ideas across the text
- makes some links across paragraphs using a wider range of cohesive devices which may include:
  - signalling forwards or backwards (e.g. questions /statements to bridge: '*It was at this point that Dr Barnardo decided he must take action and the next stage of his work began...*', '*Dr Barnardo knew that providing children with an education...*')
  - confident use of a range of adverbials of time/ frequency and subordinating conjunctions to link, compare or contrast

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| <ul style="list-style-type: none"> <li>uses pronouns to avoid repetition where appropriate but uses repetition of the noun to aid clarity in complex texts</li> <li>uses conditional structures to persuade (e.g. <i>using: might, could, would, if...then...</i>) and when deducing, speculating, and making suppositions</li> <li>manipulates sentence subjects and objects and uses passive constructions where appropriate, justifying why a passive construction is preferable to an active and vice versa</li> <li>uses and distinguishes informal and formal structures in writing e.g. <i>question tags in informal passages: 'He's your friend, isn't he?' or the subjunctive mood for very formal texts: 'If I <u>were</u>' or '<u>Were</u> they to come', or 'I demand that Mrs Trent <u>pay</u> back the money immediately.'</i></li> <li>understands the use of semi-colons, colons and dashes to mark the boundary between phrases and clauses and demonstrates this in using the colon for wider purposes e.g. to lead the reader to an explanation or a concluding remark/revelation</li> <li>uses hyphens to avoid ambiguity (e.g. <i>'man eating shark' versus 'man-eating shark'</i>)</li> <li><b>proof reads for spelling and punctuation</b></li> </ul> | <ul style="list-style-type: none"> <li>- ellipsis</li> <li>- repetition of a word or phrase</li> <li>uses cohesive devices within paragraphs e.g. <i>secure use of pronouns, conjunctions, adverbials, including prepositions</i></li> <li>makes appropriate use of structure in poetry, according to chosen form e.g. <i>rhythmic patterns in sonnets or ballads, syllable patterns in haiku</i></li> </ul> |
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### Writing across a range of texts - Transcription

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| <b>Handwriting</b> <ul style="list-style-type: none"> <li><b>writes legibly, fluently and with increasing speed by:</b> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, e.g. <i>using un-joined script for captions, diagram labels, headings in non-fiction, slogans in posters, filling in a form, in algebra</i></li> <li>choosing the writing implement that is best suited for a task</li> </ul> </li> <li><b>makes appropriate choices in presenting information and ideas on paper and when using ICT;</b> uses presentational features (e.g. <i>bullet lists, headings/subheadings, diagrams, graphs, captions</i>) to organise information and to aid understanding</li> </ul> | <b>Spelling</b> <ul style="list-style-type: none"> <li><b>spells most words relating to the Y5/6 curriculum statements and word lists correctly, after independent proof-reading</b></li> <li><b>spells most words relating to the statements from previous year groups correctly, after independent proof-reading</b></li> </ul> <p>Please refer to additional spelling guidance at the end of this document.</p> |
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| Evidence of none or just a few of these skills – refer to C1/2/3 sheet | <b>Entering</b> (some of these aspects secure, or occasional evidence across most skills) = <b>C3</b> | <b>Developing</b> (many of these aspects secure, or more frequent evidence across most skills) = <b>C4</b> | <b>Securing</b> (most of these aspects secure most of the time) = <b>C5</b> | <b>Deepening</b> (almost all of these aspects secure) = <b>C6</b> | All aspects secure, now going 'broader and deeper' = <b>C+</b> |
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Please refer to the introduction to this document for further guidance about making judgements for tracking progress.



## HfL Assessment Criteria - Moving Beyond Phase C

### Writing across a range of texts - Composition

In all the stated aspects of writing, pupils will be expected to explain and justify their choices in relation to the impact on the reader

#### Effect on audience

- writes in a range of genres/ forms, taking account of different audiences and purposes
- selects appropriate style and form to suit specific purpose and audience drawing upon knowledge of different text types
- varies vocabulary with confidence in order to create effects; ambitious and precise vocabulary choices *e.g. can discuss alternative vocabulary choices that they could have used and rejected, and explain why they ultimately decided upon the one chosen*
- demonstrates a sustained awareness of the reader through pacing, elaboration and justification and use of devices consistent with the text type (cliffhangers, dramatic pauses, flashbacks, shifts in viewpoint)
- controls elaboration and imaginative detail in prose and poetry *e.g. influence of earlier events on what follows in a narrative; illuminating selection of the subject's formative early experiences in a biography*
- takes account of multi-faceted viewpoints, acknowledges situations that do not have a simple solution and offers considered opinion in non-fiction when writing on complex topics,
- establishes convincing voice (for example an expert view, an authoritative stance) or appropriate register (for example sustained formal, impersonal and technical language for official writing)
- attempts to express complex ideas as simply and clearly as possible; uses nouns/verbs and phrases with precision
- uses apt figurative language to create extended imagery; creates vivid pictures in the reader's mind through inference and suggestion as well as the literal *e.g. through "showing, not telling"; some imagery is sustained across the text e.g. recurring, significant motifs, references to particular elements ('the sun watched over them... the sun hid itself amongst the clouds, as though it were embarrassed by their actions... and now it was dark and the damage had been done'), sustained metaphors or recurring motifs support thematic aims in poetry*
- develops increasingly sophisticated and mature themes that show some insight of social and cultural issues outside of own experience

#### Sentence structure and punctuation

- uses a range of sentence types to create fluid blocks of text or to create textual effects, *e.g. repetition to convey boredom; a series of short sentences for anger; a jarring movement between sentences to create a sense of shock*
- manipulates tense for effect and sustains control throughout *e.g. a script for a "live" news broadcast written in various tenses: 'eyewitnesses have claimed that the suspect circled the victim...reports are coming in that...the chief inspector has just confirmed that support will be drawn from neighbouring forces...'*
- uses full range of punctuation accurately; avoids overuse of more sophisticated marks – choices are careful and apt
- makes some confident and assured use of formal language, for example nominalisation (*e.g. hedgehogs hibernate in winter in order to...* could be expressed as: *'hedgehogs' winter hibernation allows...*) or the use of the subjunctive mood
- breaks conventions in order to achieve specific effects (*e.g. starting a series of sentences with 'but' to suggest frustration, repetition of speech-like structures to suggest distress: 'and he, he knew it would hurt me'*)
- modifiers are used to qualify, intensify, emphasise or generalise; for example unintentional consequences; unanimously agreed
- marks question tags with a comma; uses single quotation marks to denote a quote embedded in direct speech
- evaluates and edits for punctuation and grammar with precision

#### Text organisation

- develops material so that it supports the coherent organisation of ideas into paragraphs for example chronology, moving from the general to the particular, moving from big picture description to smaller, more significant detail
- uses a range of devices within and between paragraphs to achieve cohesion and employs a range of features that signpost direction of the text for the reader, *e.g. topic sentences to introduce paragraphs; conjunctions/adverbials to indicate agreement or contrasts; thematic links between paragraphs and across whole texts*
- controls organisation of the text to take account of the reader's possible reaction/questions/opinion *e.g. ranking information in order of importance; greater weight given to points of interest; anticipating objections or acknowledging contentious material*
- where appropriate, uses graphical features to guide the reader through a text *e.g. headings/subheadings, underlining, hyperlinks, diagrams*
- experiments with more advanced poetic devices for effect *e.g. begins to use enjambment (an idea, phrase or clause that does not come to an end at the end of the line, but continues on the next) to manage the flow/rhythm of ideas*



## Summary of National Curriculum (2014) English Appendix 1: Spelling

Due to the nature of the vocabulary required to demonstrate that children are meeting age-related expectations in spelling, evidence is likely to be found outside of standard written tasks. For this reason, spelling has been summarised here, separate from the 'Summary of End of Year expectations to support work scrutiny' document.

Assessment of spelling can and should be gathered from a range of activities (for example, from individual and group activities, observation, whiteboard work, discrete testing, **dictations – a statutory requirement** - and in children's written work). Formative assessment must be used to continually inform teaching and learning in spelling. The assessment principles of NOFAN (never, occasionally, frequently, always, naturally) over time and across the curriculum should be applied in order to secure judgements based on what the child can do and not individual pieces of work.

Whilst assessment evidence might be drawn from other sources, it is essential that children's development and progress as spellers are reflected in work across the curriculum. Children's knowledge and skills should be evident in their written work so the discipline, strategies and habits of good spellers should be promoted as part of the teaching and learning of writing.

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| <b>Yr 1</b> | <p><i>Spells words containing each of the 40+ phonemes already taught including plausible attempt. In addition:</i></p> <ul style="list-style-type: none"> <li>• accurately spells almost all common exception words ( according to the programme used; the curriculum provides the following examples: the, a , do, to, today, of , said, says, are, were, was, is, his, has, I ,you, your, they, be, he, me, she, we, no, go ,so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our )</li> <li>• spells the days of the week</li> <li>• spells two-syllable and three-syllable words in line with their developing phonic knowledge</li> <li>• adds endings –ing, -ed and –er to verbs where no change is needed to the root word: (jump: jumping; jumped, jumper)</li> <li>• adds –er and –est to adjectives where no change is needed in the spelling of root words [quick: quicker, quickest]</li> <li>• uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• adds the prefix un– to the beginning of a word and knows the root word remains unaltered</li> <li>• accurately spells most of the words in the list of 100 HFW (letters and Sounds where used). This would correspond to majority of phase 5 and some phase 6 decodable and tricky words – see L&amp;S p.194</li> </ul>  |
| <b>Yr 2</b> | <p><i>Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes, are <u>usually applied and demonstrated</u> through accurate spelling of words where phonemes can be represented by 1 or more spellings, including common homophones and near-homophones. In addition:</i></p> <ul style="list-style-type: none"> <li>• writes more taught alternative graphemes for spelling phonemes for which one or more spellings are already known, and learns some words with each gpc</li> <li>• mostly accurate spelling of common exception words (according to programme used; the curriculum provides a range of examples including : door, because, mind, wild, climb, most, only, both, old, every, even, great, break, pretty, beautiful, after, fast, father, class, plant, path, hour, move, sure, sugar, eye, could, who, whole, any, clothes, busy, people water, again, half, money, Mr, Mrs, parents, Christmas – other examples are provided in appendix 1– those not stated here are either formed from one of the above, or feature a shared rime e.g. door, floor , poor / old, cold, gold, hold, told)</li> <li>• spells more words with contracted forms where the apostrophe represents an omitted letter or letters (e.g. can't , didn't, hasn't. couldn't, it's, I'll)</li> <li>• uses the possessive apostrophe (singular) e.g. the girl's book</li> <li>• knows the difference in meaning between taught homophones and near-homophones e.g. there/their/they're , quite/quiet, here/hear, sea/see, one/won.</li> <li>• mostly accurate spelling of words with taught suffixes where changes are needed to the root word. Statutory requirements: <ul style="list-style-type: none"> <li>○ adding –er,-ing,and - est to root word ending in y with a consonant before it (happy /happier/happiest)</li> <li>○ adding –er, -ing and -est to a root ending in e with a consonant before it (hike/hiked/hiker)</li> <li>○ adding –er,-ing and –est to single syllable words ending in a single consonant letter after a single vowel (doubling rule with exception of x which never doubles) e.g. pat/patting/patted, sad/sadder/saddest</li> </ul> </li> <li>• adding –es to nouns ending in and verbs ending in y (flies, tries, copies, babies)</li> <li>• Spells words ending in –tion (station, fiction, motion, nation)</li> <li>• is able to form and understand some longer words through the addition of suffixes (including: -ment, -ness, -ful, -less, -ly).</li> <li>• Spells words with the ending –il (relatively few e.g. nostril, pencil, fossil compared to other taught and easily confused endings with the /l/ or /əl/ sound spelt –le in table/apple; -el in camel/tunnel or –al in metal/pedal)</li> </ul> |

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| <b>Yr 3</b>   | <p>Spelling increasingly conventional – mostly accurate selection of correct grapheme in common words and accurate spelling of common exception words. Greater range of morphemic components used correctly in line with schools programme of study for year 3.</p> <ul style="list-style-type: none"> <li>• forms nouns using a range of prefixes (e.g. super-, anti- , auto- )</li> <li>• correctly use of the determiners ‘a’ and ‘an’ according to the initial sound of the subsequent word</li> <li>• demonstrates growing awareness of morphology and etymology, shown through the use of some of the suffixes, prefixes, word families and less common GPCs set out below</li> </ul>  |
| <b>Yr 4</b>   | <p>Spelling demonstrates continued and assured use of phonic knowledge but the focus of teaching and learning for the majority of children should now be most heavily weighted towards developing morphological and etymological knowledge and understanding (based on careful assessment of children’s abilities, skills and application). Mostly accurate use of spelling rules and patterns set out in the year 3/4 programme of study and associated appendices (summarised below)</p> <ul style="list-style-type: none"> <li>• accurate spelling of a wider range of common homophones and near homophones e.g. accept/except, medal/meddle, weather/whether, whose/who's</li> <li>• accurate spelling of most of the words from the Years 3/4 word list</li> <li>• accurate use of the possessive apostrophe with plural words</li> </ul>  |
| <b>Yr 3/4</b> | <p>Further statutory requirements for year 3 /4 as set out in appendix 1 of curriculum 2014 have not been allocated specifically to either year group in order to allow schools to develop a spelling programme that best meets the needs of their pupils and reflects their respective stages of phonological/morphological development. Evidence of the following components should be evident across lower KS2.</p> <ul style="list-style-type: none"> <li>• uses y to represent the /ɪ/ sound e.g. myth, gym uses ou to represent the /ʌ/ sound e.g. young, touch, double</li> <li>• spells words with endings sounding like /ʒə/ or /tʃə/ spelt -sure, -ture, -sion</li> <li>• spells endings which sound like /ʃən/ spelt -tion, -sion (as in extension or comprehension), -ssion, -cian</li> <li>• spells endings which sound like /ʒən/ (as in division, revision, invasion)</li> <li>• spells words with the /k/ sound spelt ch (Greek in origin)</li> <li>• spells words with the /f/ sound spelt ch (mostly French in origin)</li> <li>• spells words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</li> <li>• spells words with the /s/ sound spelt sc (Latin in origin)</li> <li>• spells words with the /eɪ/ sound spelt ei, eigh, or ey</li> <li>• uses further prefixes and suffixes and understand how to add them: <ul style="list-style-type: none"> <li>○ prefixes: in-, il-, un-, dis- , mis-, re-, sub-, inter-, super-, anti-, auto- ;</li> <li>○ suffixes:- ation, -ly, -ous</li> </ul> </li> <li>• adds suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting/forgotten, beginning/beginner, limiting, limited, limitation)</li> <li>• spells homophones (as set out in NC English Appendix 1)</li> <li>• spells words that are often misspelt (English Appendix 1)</li> <li>• places the possessive apostrophe accurately in words with regular plurals (e.g. girls’, boys’) and in words with irregular plurals (e.g. children’s)</li> </ul> |

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| <b>Yr 5</b>   | <p>Spelling is increasingly accurate especially in terms of the application of knowledge and understanding from the programmes of study and associated appendices for KS1 and lower KS2. Increasingly accurate in the application of morphemic and etymological patterns and rules :</p> <ul style="list-style-type: none"> <li>• converts nouns into verbs using suffixes and understands the guidance for adding them</li> <li>• transforms verbs using a range of prefixes (e.g. dis-, de-, mis-, over- and re-) and understands how this alters the meaning of root words</li> <li>• spells some words with 'silent' letters (e.g. knight, psalm, solemn)</li> <li>• continues to distinguish between homophones and other words which are often confused</li> <li>• uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically</li> </ul>   |
| <b>Yr 6</b>   | <p>Morphological and etymological knowledge, and the full range of spelling rules and patterns, as listed in the 'English programmes of study: key stages 1 and 2 National Curriculum in England – Appendix 1 for Years 5/6', are accurately applied, including:</p> <ul style="list-style-type: none"> <li>• accurate spelling of most prefixes and suffixes as listed in English programmes of and associated appendices including those for Years 5/6 (see below).</li> <li>• accurate spelling of most words with silent letters</li> <li>• accurate spelling of most homophones and other words which are often confused</li> <li>• accurate spelling of most words that need to be specifically learnt, as listed in Years 5/6 word list in English programmes of study: key stages 1 and 2 National Curriculum in England – Appendix 1.</li> <li>• spells words featuring unstressed vowels</li> <li>• uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically</li> </ul>  |
| <b>Yr 5/6</b> | <p>Further statutory requirements for year 5 /6 as set out in appendix 1 of curriculum 2014 have not been allocated specifically to either year group in order to allow schools to develop a spelling programme that best meets the needs of their pupils and reflects their respective stages of phonological/morphological development. Evidence of the following components should be evident across upper KS2.</p> <ul style="list-style-type: none"> <li>• spells words with Endings which sound like /ʃəs/ spelt –cious or –tious (e.g. vicious, ambitious) and endings which sound like /ʃəl/ spelt –cial or –tial (e.g. official, partial)</li> <li>• spells words ending in –ant, - ance/-ancy, (e.g. observant/ observance); hesitant/hesitancy -ent, - ence/-ency (innocent/innocence; frequent/frequency)</li> <li>• spells words ending in – able/-ible (e.g. adorable/adorably) and words ending in –ably/-ibly (e.g. possible/possibly)</li> <li>• adds suffixes beginning with vowel letters to words ending in –fer (e.g. referring, referred, referral, preferring/ reference, referee)</li> <li>• uses the hyphen – e.g. joining prefixes where the prefix ends and root word begins with a vowel e.g. co-ordinate, re-enter</li> <li>• spells words with the /i:/ sound spelt ei after c (e.g. deceive, conceive, receive, perceive, ceiling)</li> <li>• spells words containing the letter-string ough (covering the full range of sounds (ought, rough, cough, though, through, thorough, plough)</li> <li>• spells words with silent letters (e.g. doubt, island, lamb, solemn, thistle, knight)</li> </ul> <p>Appendix 1 also sets out a range of less common, more advanced homophones and easily confused words.</p> |