

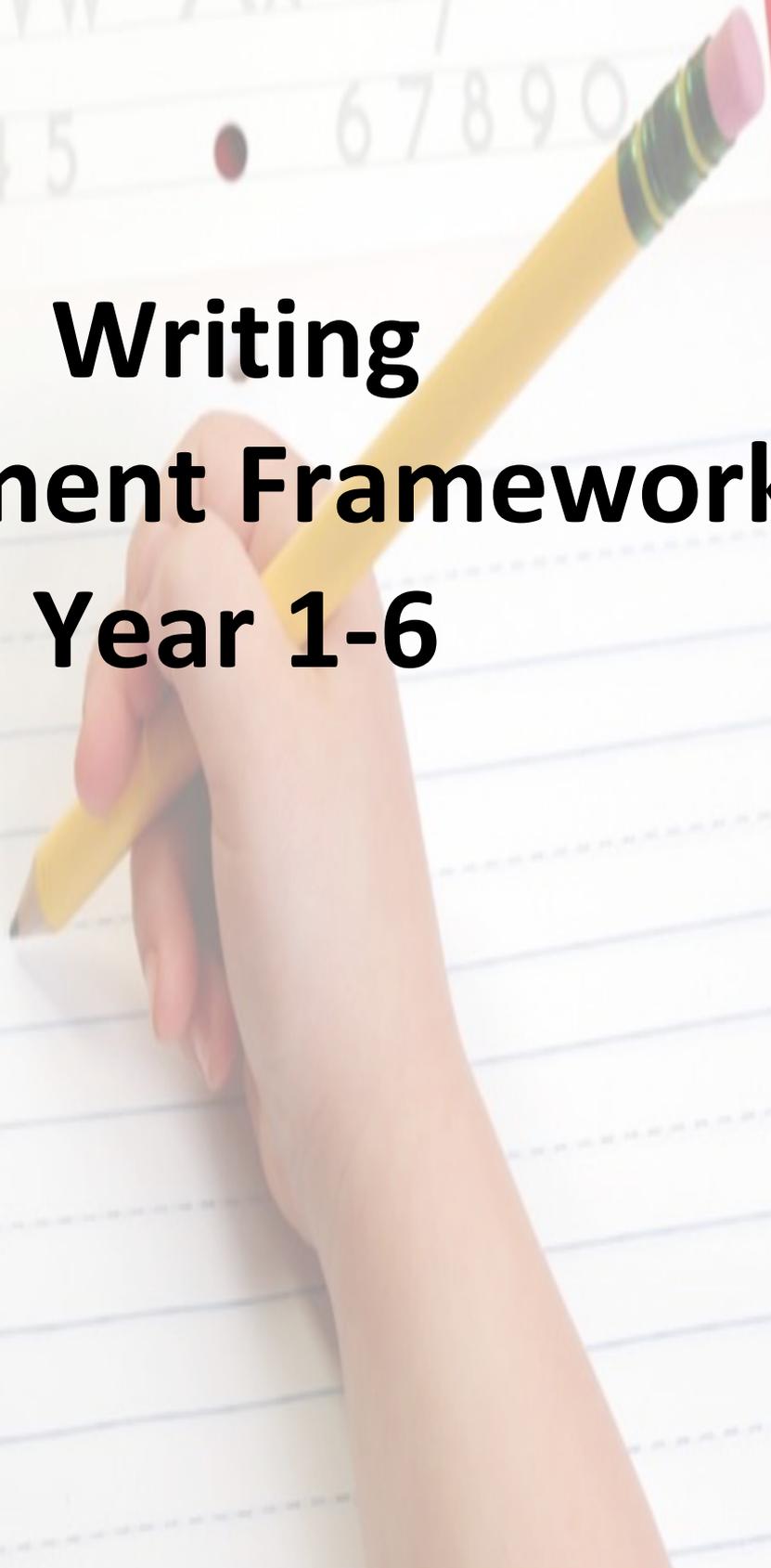
Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu

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**Writing  
Assessment Frameworks  
Year 1-6**



These Teacher Assessment Frameworks (TAFs) will support teachers across the primary age range to identify children's current attainment against national curriculum expectations for their year group for writing. These are modelled on and align with the DfE Teacher Assessment Frameworks for Years 2 and 6.

These can be used at points across the year to consider the likelihood of meeting end of year standards. Throughout the year teachers will record judgements as working within working towards (WWT), working towards (WT), working within expected (WEX), working at expected (EX), working within greater depth (WGD) and working at greater depth (GD).

### **'Pupil can' statements**

**'Pupil can' statements** are performance indicators to give a snapshot of a pupil's attainment at the end of the year. The statements listed in a standard describe what a pupil working at that standard should be able to do. Within the standards, some statements are shaded grey. These are spelling statements from the National Curriculum and if children are using these words, they should be spelling them correctly. However, they would not stop a child being that standard.

### **Qualifiers and examples**

Some of the statements within these frameworks contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent. Some of the statements contain examples. These do not dictate the evidence required, but only how that statement might be met.

### **Evidence**

While the teacher's knowledge of pupils can inform judgements, these must be based on sound and demonstrable evidence. This ensures that judgements are as objective as possible, and consistent between classes and schools. **Specific evidence does not need to be 'produced'; what pupils can do should be evident in their work.**

Evidence should come from day-to-day work in the classroom and can be drawn from a variety of sources: the only requirement is that it supports the judgement being made. The type of evidence will vary from school to school, class to class, and even pupil to pupil. **A pupil's work in books will often have all the evidence a teacher needs**, but evidence might come from a number of potential additional sources, such as projects, assessment notes (for example, guided reading records, phonics records, notes on mathematics exercises), classroom tests and assessments.

The form of evidence supporting a teacher's judgement is entirely up to the teacher, provided that it meets the requirement of the frameworks.

**A pupil's work in English alone may provide sufficient evidence** to support the judgement, although evidence should ideally include work in other curriculum subjects.

**Teachers may consider a single example of a pupil's work to provide evidence for multiple statements.** A teacher will, of course, see multiple statements evidenced across a collection of work. However, depending on the statements and the nature of the evidence, sometimes one example will be enough.

In English writing, it may be the case that a single, comprehensive example of writing is sufficient to show that a pupil can exemplify a statement.

### **A flexible approach**

The approach to teacher assessment of English writing recognises and reflects the nature of the subject and that a degree of subjectivity is needed to assess it. Teachers are therefore afforded flexibility in reaching a rounded judgement about a pupil's overall attainment in writing.

A teacher must still assess a pupil against **all** of the 'pupil can' statements within the standard at which they are judged to be working. While a pupil's writing *should* meet all the statements within that standard (since these represent the key elements of English writing within the national curriculum), teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement of a pupil's overall attainment being made.

When a teacher deems that a pupil meets a standard despite a particular weakness, they must have **good reason** to judge that this is the most accurate standard to describe the pupil's overall attainment. The reason for this is likely to vary from pupil to pupil but, in all instances, teachers must be confident that the weakness is an exception in terms of the pupil's overall attainment.

A **particular weakness** can relate to a part or the whole of a statement; the only consideration is whether it prevents an accurate judgement from being made overall. A particular weakness may well relate to a specific learning difficulty, but it is not limited to this. In addition, a specific learning difficulty does not automatically constitute a particular weakness which would prevent an accurate judgement. The same overall standard must be applied equally to all pupils.

### **Spelling**

A pupil's standard in spelling should be evident throughout their writing. However, **spelling tests** can provide additional evidence of pupils' independent spelling. The frameworks refer to spellings within the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to spell. Where examples of spellings have been included in the frameworks these are to exemplify the coverage in that particular year group and not an exhaustive list that children need to incorporate. However, if children are using these teachers should assess these. At KS1 the common exception words listed are non-statutory examples to show words with grapheme-phoneme correspondences that do not fit in with what has been taught so far. Pupils are not required to use all of the examples of the common exception words; teachers should assess the words that pupils do use.

### Working towards the expected standard (WT)

#### The pupil can, after discussion with the teacher:

- compose a sentence orally before writing it
- using a capital letter on some occasions for names of people, places, the days of the week, and the personal pronoun 'I'
- joining words using 'and' e.g. bread and butter, fish and chips
- spell some words correctly containing the phonemes taught (44)
- spelling some common exception words (year 1 list)
- spell some days of the week
- spelling some words correctly with the ff for /f/ sound, ll for /l/ sound, ss for /s/ sound, zz for /z/ sound and ck for /ck/ sound
- spelling some words correctly with the tch for the /ch/ sound
- spelling some words correctly with the /v/ sound at the end of words e.g. *have, give, live, love*
- spelling some compound words correctly e.g. *deckchair, bedroom, upstairs, downstairs*
- forming some capital letters and digits correctly
- forming some lower-case letters in the correct direction, starting and finishing in the right place
- using some spacing between words

### Working at the expected standard (EX)

#### The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form short narratives
- demarcating some sentences with a capital letter and a full stop
- using a capital letter on most occasions for names of people, places, the days of the week, and the personal pronoun 'I'
- joining some clauses using 'and'
- spell many words correctly containing the phonemes taught (44)
- spelling many common exception words (year 1 list)
- spell most days of the week correctly
- spelling most words correctly with the ff for /f/ sound, ll for /l/ sound, ss for /s/ sound, zz for /z/ sound and ck for /ck/ sound
- spelling most words correctly with the tch for the /ch/ sound
- spelling most words correctly with the /v/ sound at the end of words e.g., *have, give, live, love*
- spelling most compound words correctly e.g., *farmyard, windmill, playground*
- adding suffixes to spell some words correctly in their writing where no change is needed to the spelling of the root word. e.g. -s, -es, -ing, -ed, -er, -est
- spell some words with the prefix un- correctly in their writing
- forming capital letters and digits mostly correct
- forming most lower-case letters in the correct direction, starting and finishing in the right place
- mostly using spaces between words

### Working at greater depth within the expected standard (GD)

#### The pupil can write, after discussion with the teacher:

- write simple narratives
- demarcate most sentences with a capital letter and a full stop
- demarcate some sentences with question marks when required
- spelling most common exception words (year 1 list)
- adding suffixes to spell most words correctly in their writing where no change is needed to the spelling of the root word. e.g. -s, -es, -ing, -ed, -er, -est
- most letters are clearly and correctly formed consistently throughout their writing

#### Common exception words – Year 1

Year 1 -, a, all, are, ask, asked, be, by, come, do, friend, full, go, has, he, here, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, they, there, to, today, was, we, were, where, you, your

### Working towards the expected standard (WT)

#### The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words

### Working at the expected standard (EX)

#### The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

### Working at greater depth within the expected standard (GD)

#### The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly
- spell most common exception words
- add suffixes to spell most words correctly in their writing (e.g. *-ment*\_, *-ness*\_, *-ful*\_, *-less*\_, *-ly*)
- use the diagonal and horizontal strokes needed to join some letters

### Common exception words

**Year 2** - after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, who, whole, wild, would

**Punctuation taught at key stage 1** – punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, capital letter for names of people, places, the days of the week, and the personal pronoun 'I', commas for lists, apostrophe for contraction, apostrophe for possession of singular nouns

## Working towards the expected standard (WT)

### The pupil can:

- write coherent narratives
- using some noun phrases to describe and specify when describing settings and characters in narratives
- using sentences of different forms in their writing (statement, command and question)
- using present and past verb forms mostly correctly and consistently
  - including some correct use of the present and past progressive form e.g. *I was deciding, We were breathing.*
- using co-ordinating conjunctions (and, but, or)
- using some subordinating conjunctions, including: if, when, because, although
- using mostly correctly:
 

	capital letters
	full stops
	question marks
	exclamation marks
	commas for lists
- some use of:
 

	apostrophes for contraction
	apostrophes to mark singular possession in nouns
- some correct use of *a/an*
- spelling most common exception words from year 1 and year 2 list
- spelling some words with contracted forms
- adding suffixes to spell some words correctly, including where changes are made to the root word e.g. ly, ed, ing, ness, ment, ful
- some use of the correct homophone in their writing e.g. there/their/they're, here/hear, see/sea, to/two/too
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

## Working at the expected standard (EX)

### The pupil can:

- write effectively and coherently for different purposes
- some use of paragraphs to group related material
- some use of headings and sub-headings to organise non-narrative texts
- using noun phrases to describe and specify when describing settings and characters in narratives
- some use of dialogue to show a character's attitude
- selecting some vocabulary that fits the purpose of their writing
- using present and past verb forms mostly correctly and consistently, including the present and past progressive form
  - including some use of the present perfect form of verbs instead of simple past
- use of subordinating conjunctions to express time and cause, including: if, when, because, although e.g. **although** it was raining, **because** it fell on the floor (cause), **while** we were asleep, **after** the tests ended (time)
- use of adverbs to express time, place and cause e.g. **then** it was all over, **soon** he will disappear (time), he ran **away**, it shot **out**, (place), **therefore** he could not stay (cause)
- some use of prepositions to express time, place and cause e.g. **before** midnight, **after** tea (time), **under** the tree, **down** the street (place) **because of** the rain (cause)
- using mostly correctly:
 

	capital letters
	full stops
	question marks
	exclamation marks
	commas for lists
	apostrophes for contraction
	apostrophes to mark singular possession in nouns
- some use of:
 

	inverted commas to punctuate direct speech
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- using the correct form of *a/an* mostly correct
- spelling most words with contracted forms
- adding prefixes to spell some words correctly in their writing e.g. *dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto*
- adding suffixes to spell most words correctly, including where changes are made to the root word e.g. ly, ed, ing, ness, ment, ful
- spelling some words correctly with *-ous* suffix e.g. *poisonous, enormous, humorous, courageous, serious*
- spelling some words correctly with */shun/* ending e.g. *ation, cian, sion, tion, ssion,*
- spelling some words correctly with *-ture* or *-sure* endings e.g. *treasure, pleasure, puncture, picture*
- spelling some words correctly with *ch* for */k/* sound e.g. *chemist, echo*
- spelling some words correctly with *ch* for */sh/* sound e.g. *chef, machine*
- spelling some words correctly with *gue* for */g/* sound e.g. *league, tongue* and *que* for */k/* sound e.g. *antique, unique*
- spelling some words correctly with *sc* for */s/* sound e.g. *science, fascinate, scenic*
- spelling some words correctly with *ei, eigh* or *ey* for */ae/* sound e.g. *vein, reign, neighbour, they, obey*
- use of the correct homophone in their writing mostly correct (the most common) – their/there/they're, to/two/too
- some correct use of further homophones from the year 3 and 4 appendix 1
- spelling some words correctly from year 3 and 4 appendix 1 – statutory word list
- using the diagonal and horizontal strokes needed to join letters in most of their writing

**Working at greater depth within the expected standard (GD)**

**The pupil can:**

- write for a range of purposes and audiences, showing awareness of the reader
- use of paragraphs to group related material
- use headings and sub-headings to organise non-narrative texts
- in narratives, describe settings and characters
- some use of dialogue to convey character and advance the action
- selecting vocabulary that fits the purpose of the writing mostly correctly
- using present and past verb forms mostly correctly and consistently
- using a range of cohesive devices (including subordinating conjunctions, adverbs and prepositions) within and across sentences.
- some use of cohesive devices within and across paragraphs
- using the full range of punctuation taught at key stage 1
- use mostly correctly inverted commas for direct speech
- spelling most words with contracted forms
- adding prefixes to spell most words correctly in their writing *e.g. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto*
- adding suffixes to spell most words correctly
- use of the correct homophone in their writing (the most common) – their/there/they're, to/two/too
- use of further homophones from the year 3 and 4 appendix 1 mostly correctly
- spelling many words correctly from year 3 and 4 appendix 1 – statutory word list
- producing joined, legible handwriting in most of their writing

**Key Stage 2 statutory word lists**

**Year 3/year 4**

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

**Further homophones – Year 3 and 4 appendix 1**

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

## Working towards the expected standard (WT)

### The pupil can:

<ul style="list-style-type: none"> <li>• write for a range of purposes and audiences</li> </ul>	
<ul style="list-style-type: none"> <li>• some use of paragraphs to organise ideas around a theme</li> </ul>	
<ul style="list-style-type: none"> <li>• in narratives, some description of characters and settings</li> </ul>	
<ul style="list-style-type: none"> <li>• some use of headings and sub-headings to organise non-narrative texts</li> </ul>	
<ul style="list-style-type: none"> <li>• using some noun phrases to describe and specify by:</li> </ul>	<ul style="list-style-type: none"> <li>• addition of modifying adjectives e.g. <i>the extreme weather, some strange business</i>, addition of modifying nouns e.g. <i>the adult women, a grammar strength</i>, addition of preposition phrases e.g. <i>the women outside the school, the extreme weather on the island</i></li> </ul>
<ul style="list-style-type: none"> <li>• some use of dialogue to convey character and advance the action</li> </ul>	
<ul style="list-style-type: none"> <li>• selecting some vocabulary that fits the purpose of their writing</li> </ul>	
<ul style="list-style-type: none"> <li>• using present and past verb forms mostly correctly and consistently, including the present and past progressive form</li> </ul>	<ul style="list-style-type: none"> <li>• including some use of the present perfect form of verbs instead of simple past</li> </ul>
<ul style="list-style-type: none"> <li>• use of subordinating conjunctions to express time and cause, including: if, when, because, although e.g. <b>although</b> it was raining, because it fell on the floor (cause), while we were asleep, <b>after</b> the tests ended (time)</li> </ul>	
<ul style="list-style-type: none"> <li>• use of adverbs to express time, place and cause e.g. <b>then</b> it was all over, soon he will disappear (time), he ran <b>away</b>, it shot <b>out</b>, (place), <b>therefore</b> he could not stay (cause)</li> </ul>	
<ul style="list-style-type: none"> <li>• some use of prepositions to express time, place and cause e.g. <b>before</b> midnight, <b>after</b> tea (time), <b>under</b> the tree, <b>down</b> the street (place) <b>because of</b> the rain (cause)</li> </ul>	
<ul style="list-style-type: none"> <li>• some use of fronted adverbials to emphasise the adverbial to the reader:</li> </ul>	<ul style="list-style-type: none"> <li>• adverbs – <i>Slowly he walked ..., Fortunately, it didn't rain.</i></li> <li>• noun phrase – <i>Last night..., Early this morning..., Many people...</i></li> <li>• preposition phrase – <i>In years to come ..., Since this morning ..., Because of the rain..., After the tests ...</i></li> <li>• subordinate clause – <i>Since he left the school ..., When she arrived home ..., Because he was tired ...</i></li> </ul>
<ul style="list-style-type: none"> <li>• using mostly correctly:</li> </ul>	<ul style="list-style-type: none"> <li>capital letters</li> <li>full stops</li> <li>question marks</li> <li>exclamation marks</li> <li>commas for lists</li> <li>apostrophes for contraction</li> <li>apostrophes to mark singular possession in nouns</li> </ul>
<ul style="list-style-type: none"> <li>• some correct use of:</li> </ul>	<ul style="list-style-type: none"> <li>inverted commas to punctuate direct speech</li> <li>apostrophes to mark plural possession</li> <li>commas for fronted adverbials (if appropriate)</li> <li>punctuation within direct speech</li> </ul>
<ul style="list-style-type: none"> <li>• using the correct form of a/an mostly correct</li> </ul>	
<ul style="list-style-type: none"> <li>• spelling most common exception words (year 1 and 2 list)</li> </ul>	
<ul style="list-style-type: none"> <li>• spelling some words correctly from year 3 and 4 appendix 1 – statutory word list</li> </ul>	
<ul style="list-style-type: none"> <li>• spelling most words with contracted forms</li> </ul>	
<ul style="list-style-type: none"> <li>• adding prefixes to spell some words correctly in their writing e.g. <i>dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto</i></li> </ul>	
<ul style="list-style-type: none"> <li>• adding suffixes to spell most words correctly, including where changes are made to the root word e.g. <i>ly, ed, ing, ness, ment, ful</i></li> </ul>	
<ul style="list-style-type: none"> <li>• spelling some words correctly with –ous suffix e.g. <i>poisonous, enormous, humorous, courageous, serious</i></li> </ul>	
<ul style="list-style-type: none"> <li>• spelling some words with /shun/ ending e.g. <i>ation, cian, sion, tion, ssion,</i></li> </ul>	
<ul style="list-style-type: none"> <li>• spelling some words correctly with –ture or –sure endings e.g. <i>treasure, pleasure, puncture, picture</i></li> </ul>	
<ul style="list-style-type: none"> <li>• spelling some words correctly with ch for /k/ sound e.g. <i>chemist, echo</i></li> </ul>	
<ul style="list-style-type: none"> <li>• spelling some words correctly with ch for /sh/ sound e.g. <i>chef, machine</i></li> </ul>	
<ul style="list-style-type: none"> <li>• spelling some words correctly with gue for /g/ sound e.g. <i>league, tongue</i> and que for /k/ sound e.g. <i>antique, unique</i></li> </ul>	
<ul style="list-style-type: none"> <li>• spelling some words correctly with sc for /s/ sound e.g. <i>science, fascinate, scenic</i></li> </ul>	
<ul style="list-style-type: none"> <li>• spelling some words correctly with ei, eigh or ey for /ae/ sound e.g. <i>vein, reign, neighbour, they, obey</i></li> </ul>	
<ul style="list-style-type: none"> <li>• use of the correct homophone in their writing mostly correctly (the most common) – their/there/they're, to/two/too</li> </ul>	
<ul style="list-style-type: none"> <li>• some correct use of further homophones from the year 3 and 4 appendix 1</li> </ul>	
<ul style="list-style-type: none"> <li>• some correct use of spelling words with plurals and possessive –s</li> </ul>	
<ul style="list-style-type: none"> <li>• some legible joined handwriting</li> </ul>	

## Working at the expected standard (EX)

The pupil can:	
• write for a range of purposes and audiences, showing awareness of the reader	
• using paragraphs to organise ideas around a theme	
• in narratives, describe characters and settings	
• using headings and sub-headings to organise non-narrative texts	
• using a variety of noun phrases to describe and specify by:	• addition of modifying adjectives e.g. <i>the extreme weather, some strange business</i> , addition of modifying nouns e.g. <i>the adult women, a grammar strength</i> , addition of preposition phrases e.g. <i>the women outside the school, the extreme weather on the island</i>
• some use of noun phrases that combine different additional modifiers e.g. <i>Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</i>	
• use of dialogue to convey character and advance the action	
• selecting vocabulary that fits the purpose of the writing mostly correctly	
• using present and past verb forms mostly correctly and consistently, including the progressive and perfect form	
• using a range of subordinating conjunctions, adverbs and prepositions within and across sentences.	
• using fronted adverbials to emphasise the adverbial to the reader:	<ul style="list-style-type: none"> <li>• adverbs – <i>Slowly he walked ..., Fortunately, it didn't rain.</i></li> <li>• noun phrase – <i>Last night..., Early this morning..., Many people...</i></li> <li>• preposition phrase – <i>In years to come ..., Since this morning ..., Because of the rain..., After the tests ...</i></li> <li>• subordinate clause – <i>Since he left the school ..., When she arrived home ..., Because he was tired ...</i></li> </ul>
• using the full range of punctuation taught at key stage 1 mostly correctly	
• using mostly correctly:	<ul style="list-style-type: none"> <li>inverted commas to punctuate direct speech</li> <li>apostrophes to mark plural possession</li> <li>commas for fronted adverbials (if appropriate)</li> <li>punctuation within direct speech</li> </ul>
• spelling most words correctly from year 3 and 4 appendix 1 – statutory word list	
• adding prefixes to spell most words correctly in their writing e.g. <i>dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto</i>	
• adding suffixes to spell words mostly correctly, including –ous	
• spelling most words correctly with /shun/ ending e.g. <i>ation, cian, sion, tion, ssion,</i>	
• spelling most words correctly with –ture or –sure endings e.g. <i>treasure, pleasure, puncture, picture</i>	
• spelling most words correctly with ch for /k/ sound e.g. <i>chemist, echo</i>	
• spelling most words correctly with ch for /sh/ sound e.g. <i>chef, machine</i>	
• spelling most words correctly with gue for /g/ sound e.g. <i>league, tongue</i> and que for /k/ sound e.g. <i>antique, unique</i>	
• spelling most words correctly with sc for /s/ sound e.g. <i>science, fascinate, scenic</i>	
• spelling most words correctly with ei, eigh or ey for /ae/ sound e.g. <i>vein, reign, neighbour, they, obey</i>	
• use of the correct homophone in their writing (the most common) – <i>their/there/they're, to/two/too</i>	
• use of further homophones from the year 3 and 4 appendix 1, mostly correct	
• spelling words with plurals and possessive –s, mostly correct	
• producing joined, legible handwriting in most of their writing	

## Working at greater depth within the expected standard (GD)

The pupil can:	
• write for a range of purposes and audiences, selecting language that shows awareness of the reader	
• using a variety of noun phrases to describe and specify	
• use of noun phrases that combine different additional modifiers e.g. <i>Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</i>	
• some integration of dialogue to convey the character and advance the action	
• selecting vocabulary for effect	
• using different verb forms mostly correctly	
• using a range of cohesive devices, including adverbials, within and across sentences and paragraphs	
• using the full range of punctuation taught at key stage 1 and lower key stage 2 mostly correct	• including punctuation within direct speech
• spelling most words correctly from year 3 and 4 appendix 1 – statutory word list	
• producing legible joined handwriting	

### Key Stage 2 statutory word lists

#### Year 3/year 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

### Further homophones – Year 3 and 4 appendix 1

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

## Working towards the expected standard (WT)

### The pupil can:

<ul style="list-style-type: none"> <li>• write for a range of purposes and audiences, showing awareness of the reader</li> <li>• using paragraphs to organise ideas around a theme</li> <li>• in narratives, describe characters and settings</li> <li>• using headings and sub-headings to organise non-narrative texts</li> </ul>	
<ul style="list-style-type: none"> <li>• using a variety of noun phrases to describe and specify by:</li> </ul>	<ul style="list-style-type: none"> <li>• addition of modifying adjectives e.g. <i>the extreme weather, some strange business</i>, addition of modifying nouns e.g. <i>the adult women, a grammar strength</i>, addition of preposition phrases e.g. <i>the women outside the school, the extreme weather on the island</i></li> </ul>
<ul style="list-style-type: none"> <li>• some use of noun phrases that combine different additional modifiers e.g. <i>Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</i></li> <li>• use of dialogue to convey character and advance the action</li> <li>• selecting vocabulary that fits the purpose of their writing mostly correctly</li> <li>• using present and past verb forms mostly correctly and consistently, including the progressive and perfect form</li> <li>• some use of modal verbs appropriately to indicate degrees of possibility e.g. <i>might, should, would</i></li> <li>• some use of adverbs appropriately to indicate degrees of possibility e.g. <i>perhaps, obviously, certainly, possibly</i></li> <li>• using a range of subordinating conjunctions, adverbs and prepositions within and across sentences</li> <li>• some use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> </ul>	
<ul style="list-style-type: none"> <li>• using fronted adverbials to emphasise the adverbial to the reader:</li> </ul>	<ul style="list-style-type: none"> <li>• adverbs – <i>Slowly he walked ..., Fortunately, it didn't rain.</i></li> <li>• noun phrase – <i>Last night..., Early this morning..., Many people...</i></li> <li>• preposition phrase – <i>In years to come ..., Since this morning ..., Because of the rain..., After the tests ...</i></li> <li>• subordinate clause – <i>Since he left the school ..., When she arrived home ..., Because he was tired ...</i></li> </ul>
<ul style="list-style-type: none"> <li>• using the full range of punctuation taught at key stage 1 mostly correct</li> <li>• using mostly correctly:</li> </ul>	<ul style="list-style-type: none"> <li>inverted commas to punctuate direct speech</li> <li>apostrophes to mark plural possession</li> <li>commas for fronted adverbials (if appropriate)</li> <li>punctuation within direct speech</li> </ul>
<ul style="list-style-type: none"> <li>• some correct use of:</li> </ul>	<ul style="list-style-type: none"> <li>commas for clarity</li> <li>punctuation for parenthesis (brackets/dashes/commas)</li> </ul>
<ul style="list-style-type: none"> <li>• spelling most words correctly from year 3 and 4 appendix 1 – statutory word list</li> <li>• adding prefixes to spell most words correctly in their writing e.g. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto</li> <li>• adding suffixes to spell words mostly correctly from year 3 and 4 appendix 1</li> <li>• spelling some words correctly with –cious, –tious, -tial or -cial ending</li> <li>• spelling some words correctly with –ant, -ance/-ancy, -ent, -ence/-ency</li> <li>• spelling some words correctly with –able, -ible, -ably and –ibly</li> <li>• spell some words correctly with ei after c e.g. <i>deceive, ceiling, perceive</i></li> <li>• spelling some words correctly with ough letter string e.g. <i>thorough, thought, rough, plough</i></li> <li>• spelling some words with silent letters e.g. <i>island, doubt, climb</i></li> <li>• use of the correct homophone in their writing (the most common) – their/there/they're, to/two/too</li> <li>• use of further homophones from the year 3 and 4 appendix 1 mostly correctly</li> <li>• spelling words with plurals and possessive –s, mostly correct</li> <li>• producing joined, legible handwriting in most of their writing</li> </ul>	

## Working at the expected standard (EX)

### The pupil can:

- write for a range of purposes and audiences, selecting language that shows good awareness of the reader
- using paragraphs and some other organisational and presentational devices to structure their writing
- in narratives, describe settings, characters and atmosphere
- using a variety of noun phrases to describe and specify
- use of noun phrases that combine different additional modifiers e.g. *Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe*
- integrate dialogue to convey character and advance the action
- selecting some vocabulary that reflects the level of formality required
- selecting some grammatical structures that reflect the level of formality required
- using verb forms mostly correctly and consistently, including modal to indicate degrees of possibility
- using adverbs mostly appropriately to indicate degrees of possibility e.g. *perhaps, obviously, certainly, possibly*
- using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun mostly appropriately
- using subordinate clauses, including relative clauses, sometimes varying their position within the sentence
- using cohesive devices, including adverbials, within and across sentences and paragraphs
- using the full range of punctuation taught at key stage 1
- using correctly:
 

	inverted commas to punctuate direct speech
	apostrophes to mark plural possession
	commas for fronted adverbials (if appropriate)
	punctuation within direct speech
- using mostly correctly:
 

	commas for clarity
	punctuation for parenthesis (brackets/dashes/commas)
- spelling most words correctly from year 3 and 4 appendix 1 – statutory word list
- spelling some words correctly from year 5 and 6 appendix 1 – statutory word list
- spelling many words correctly with –cious, –tious, -tial or -cial ending
- spelling many words correctly with –ant, -ance/-ancy, -ent, -ence/-ency
- spelling many words correctly with –able, -ible, -ably and –ibly
- spell many words correctly with ei after c e.g. *deceive, ceiling, perceive*
- spelling many words correctly with ough letter string e.g. *thorough, thought, rough, plough*
- spelling many words with silent letters e.g. *island, doubt, climb*
- use of the correct homophone in their writing (the most common) – their/there/they're, to/two/too
- use of further homophones from the year 3 and 4 appendix 1 mostly correctly
- some correct use of the homophones and other words that are confused from year 5 and 6 appendix 1
- maintain joined legible handwriting in most of their writing

## Working at greater depth within the expected standard (GD)

### The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows awareness of the reader
- using adverbs, preposition phrases and noun phrases effectively to add detail, qualification and precision
- integrate dialogue to convey character and advance the action
- selecting vocabulary that reflects the level of formality required mostly correctly
- selecting grammatical structures that reflect the level of formality required mostly correctly
- selecting verb forms for meaning and effect
- using a wide range of clause structures, varying their position within the sentence for effect
- using a wide range of cohesive devices, including adverbials, within and across sentences and paragraphs
- using the full range of punctuation taught in lower key stage 2 and year 5 mostly correctly
- spelling most words correctly from year 3 and 4 appendix 1 – statutory word list
- spelling some words correctly from year 5 and 6 appendix 1 – statutory word list
- spelling most words correctly from year 3 and 4 appendix 1, including homophones
- spelling homophones and other words that are confused from year 5 and 6 appendix 1 mostly correctly
- maintaining legibility, fluency and speed in handwriting

#### Homophones and other words that are confused from year 5 and 6 appendix 1

advice/advise device/devise licence/license practice/practise prophecy/prophesy aisle/isle aloud/allowed affect/effect altar/alter ascent/assent bridal/bridle  
cereal/serial compliment/complement descent/dissent desert/dessert draft/draught farther/father guessed/guest heard/herd led/lead morning/mourning  
past/passed precede/proceed principal/principle profit/prophet stationary/stationery

#### Year 5/year 6

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category  
cemetery committee communicate community competition conscience\* conscious\* controversy convenience correspond criticise (critic + ise) curiosity definite  
desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar  
foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous  
mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme  
pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest  
symbol system temperature thorough twelfth variety vegetable vehicle yacht

Working towards the expected standard (WT)
<b>The pupil can:</b>
<ul style="list-style-type: none"> <li>• write for a range of purposes</li> <li>• use paragraphs to organise ideas</li> <li>• in narratives, describe settings and characters</li> <li>• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>• use capital letters, full stops, question marks, commas for list and apostrophes for contraction mostly correctly</li> <li>• spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/ year 6 spelling list</li> <li>• write legibly</li> </ul>
Working at the expected standard (EX)
<b>The pupil can:</b>
<ul style="list-style-type: none"> <li>• write 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)</li> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> <li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs</li> <li>• use verb tenses consistently and correctly throughout their writing</li> <li>• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuate to indicate direct speech)</li> <li>• spell correctly most words from the year5/year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>• maintain legibility in joined handwriting when writing at speed</li> </ul>
Working at greater depth within the expected standard (GD)
<b>The pupil can:</b>
<ul style="list-style-type: none"> <li>• write 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)</li> <li>• distinguish between the language of speech and writing and choose the appropriate register</li> <li>• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>• use the range of punctuation taught at key stage 2 accurately (e.g. semi-colons, dashes, colons and hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity^</li> <li>• [There are no additional statements for spelling or handwriting]</li> </ul>

#### Year 3/year 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine important increase interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

#### Year 5/year 6

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience\* conscious\* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

**Punctuation taught at key stage 2** – using commas after fronted adverbials, apostrophes to mark plural possession, direct speech, commas to clarify meaning or avoid ambiguity, hyphens to avoid ambiguity, brackets, dashes or commas to indicate parenthesis, colon to introduce a list and semi-colons within lists, consistency in punctuating bullet points to list information, colons, semi-colons or dashes to mark boundaries between independent clauses