



Writing Assessment Indicators

**Term 1**

**KPIs On-track for Expected Standard (EXS)**

- Write sentences sometimes demarcated accurately with capital letters and full stops **(1)**
- To begin to form many lower case letters in the correct direction, starting and finishing in the right place and Forms digits 0-9 correctly but size may vary. **(4 and 13)**
- Write sentences to match pictures, or sequences of pictures, illustrating an event. (To sequences sentences to form short narratives)- **(part 5)**
- Makes phonetically plausible attempts to spell words that have not been learnt **( 8)**
- Sits correctly at a table and holds the pencil appropriately.**(11)**
- Use predictable and repeated phrases in own writing drawn from reading and role-play
- To begin to form capital letters correctly (but size may vary) **(part 12)**
- Begin to separate words with spaces **(14)**
- Talks about / discusses what they are going to write and can compose a sentence orally before writing it **(15)**
- Begin to use capital letters for the beginning of sentences and for names **(17)**
- Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible
- Join clauses by using the conjunction 'and' **(18)**
- Describe a character using simple adjectives **(21)**
- Write simple instructions in order with some imperative verbs

**KPIs On-track for Greater Depth (GDS)**

- Independently structure writing by ordering sequence of events with use of words like first, next, after, when.
- Make careful choices of adjectives, seeking new words
- Distinguish between a statement and a command
- Expand by including more instructional features e.g. numbered points

**Term 2**

**KPIs On-track for Expected Standard (EXS)**

- Write sentences mostly demarcated by full stops and capital letters **(1)**
- Spells words containing each of the 40+ phonemes already taught correctly or with plausible GPC. **(2)**
- To begin to correctly write independent simple sentences including the correct spelling of most common exception words taught so far **(part 3)**
- Form lower-case letters of the correct size relative to one another in some of their writing and Forms digits 0-9 correctly but size may vary. **(4 and 13)**
- To begin to sequences sentences to form short narratives and write in sequence using words to signal time e.g. first, next, then, after **(part 5)**
- Makes phonetically plausible attempts to spell words that have not been learnt **( 8)**
- Spell the days of the week correctly. **(10- covered in maths)**
- Sits correctly at a table and holds the pencil appropriately.**(11)**
- Form capital letters correctly (but size may vary) **(12)**
- To begin to experiment with exclamation marks **(part 16)**
- Write in first person using capital letter for "I" **(part 17)**
- Independently choose to expand ideas and sentences using "and" **(18)**
- To begin to use simple and some compound sentence structures **(part 19)**
- Maintain past tense **(part 20)**
- Independently choose to add detail using a variety of adjectives **(21)**
- Describe a setting, something or someone with some appropriate adjectives **(21)**
- To begin to read own writing to check it makes sense and make some corrections **(part 22)**
- Use traditional story language
- To begin to structure story into three parts **(part 23)**
- To begin to write a simple story with good, bad or relevant characters.**(part 24)**
- To begin to read own writing aloud clearly, and can discuss what they have written with others (peers or teachers) **(part 25)**

**KPIs On-track for Greater Depth (GDS)**

- Independently choose to use and apply vocabulary gathered from reading.
- Sustain the writing of longer texts, considering and holding the interest of the reader when making vocabulary choices
- Make simple edits and corrections to own writing after discussion with the teacher

**Term 3**

**KPIs Expected Standard (EXS)**

- Spells words containing each of the 40+ phonemes already taught correctly or with plausible GPC. **(2)**
- To correctly write independent simple sentences including the correct spelling of most common exception words taught so far **(3)**
- Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits **(4 and 13)**
- Sequences sentences to form short narratives. **(5)**
- Apply most taught spelling rules (Appendix 1) **(6)**
- Add the suffixes -ing, -ed, -er to spell many words correctly **(7)**
- Makes phonetically plausible attempts to spell words that have not been learnt **(8)**
- Pupils can use root words and endings (Appendix 1) **(9)**
- Form capital letters correctly (but size may vary) **(12)**
- Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences **(16)**
- To use capital letters for proper names (people, places, days of the week) and for personal pronoun 'I'. **(17)**
- Independently choose to expand ideas and sentences using "and" **(18)**
- Choose to expand ideas with simple conjunctions and descriptive language **(18 and 21)**
- Use simple past and present verbs mostly accurately **(20)**
- Use features of standard English
- To use some descriptive language (e.g. colour, size and simple emotion).**(21)**
- To read own writing to check it makes sense and make some corrections **(22)**
- To structure story into three parts **( 23)**
- To write a simple story with good, bad or relevant characters.**(24)**
- Write instructions with some expansion about something they know well including imperative verbs.
- Use descriptive language with some use of comparative and superlative adjectives **(links to 7 and 10)**

**KPIs Greater Depth (GDS)**

- Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories
- Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing.
- Evaluate the impact of writing on the reader

## Writing Assessment Indicators

## Term 1

**KPIs On-track for Expected Standard (EXS)**

- Retell a story including effective characterisation structured into three parts following a model using simple descriptive language to try to interest the reader **(24)**
- Use information from research to group, plan and assemble information into a short non-chronological report **(19)**
- Write about a real event, recording it simply and clearly
- Demarcate sentences with capital letters, full stops, exclamation marks and question marks mostly correctly **(3)**
- Understand how to write in the past tense **(4)**
- Write in the first and third person
- Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but) **(14)**
- Form lower-case letters in the correct direction, starting and finishing in the right place **(11)**
- Form lower-case letters of the correct size relative to one another in some of their writing **(11)**
- Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly **(1)**
- Spell most common exception words taught so far **(17)**
- Evaluate their own and others finished writing with the teacher and/or peers **(22)**
- Use sentences of different forms: statements questions, exclamations and commands **(12)**

**KPIs On-track for Greater Depth (GDS)**

- Expand information using some subordination AND co-ordination **(15)**
- Use some expanded noun phrases to describe and specify **(13)**
- Use a wider range of adjectives e.g. superlative and comparative adjectives
- Structure own writing deciding on what goes in each part by dividing writing into sections **(18)**
- Sustain the writing of longer texts, which maintain the purpose of the writing.

## Term 2

**KPIs On-track for Expected Standard (EXS)**

- Write simple, coherent texts in three parts **(20)**
- Write about a real experience structured appropriately
- Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands
- Expand noun phrases to describe and specify **(13)**
- Demarcate many sentences with capital letters and full stops, and use question marks and exclamation marks correctly when required **(3)**
- Use capital "I" for personal pronouns
- Use a wider range of subordination (e.g. when/if/that/because) to join clauses **(14)**
- Form lower-case letters of the correct size relative to one another in most of their writing **(11)**
- Consistently uses spaces between words that reflects the sizes of the letters **(2)**
- Spell common exception words covered so far **(5)**
- Spell some contracted words **(8)**
- Separate items in a list using commas **(16)**

**KPIs On-track for Greater Depth (GDS)**

- Write independently, effectively, coherently and creatively for different purposes and a range of audiences, drawing on their reading to inform the vocabulary and grammar of the writing **(25)**
- Decide on the structure of writing based on its form.
- Know what features to change when changing the form of writing **(23)**
- Identify where words are spelt incorrectly **(23)**
- Edit own writing with simple corrections
- Add suffixes to spell some words correctly including -ment, -ness, -ful, -less, -ly **(6)**
- Experiment with cursive writing **(10)**
- Understand 1st person and 3rd person writing
- Experiment with a range of ways of expanding nouns
- Experiment with adverbs
- Make simple additions, revisions and proof reading corrections to own writing
- Use the possessive apostrophe in singular nouns **(9)**

## Term 3

**KPIs Expected Standard (EXS)**

- Write simple, coherent texts in three parts **(20)**
- Write about real events, recording these simply and clearly
- Write a simple persuasive piece
- Demarcate most sentences with capital letters and full stops, and use question marks and exclamation marks correctly when required **(3)**
- Use present and past tense mostly correctly and consistently including the simple and progressive form **(4)**
- Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses **(14) (15)**
- Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters **(3)**
- Spell many common exception words
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others **(1)**
- Read own writing aloud with appropriate intonation to make meaning clear **(21)**
- Spells some common homophones and distinguishes between homophones and near homophones **(7)**

**KPIs Greater Depth (GDS)**

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- Experiment with simple figurative language
- Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)\* **(23)**
- Use the diagonal and horizontal strokes needed to join some letters **(10)**
- Independently choose to use features of different forms of writing showing awareness of audience and form. **(25)**

## Writing Assessment Indicators

## Term 1

**KPIs On-track for Expected Standard (EXS)**

- Correctly writes simple sentences dictated by the teacher/independently that include words using phonetically plausible and common exception words & punctuation taught so far. **(1)**
- With support begin to use paragraphs to organise ideas.
- Write a four part story with strong ending. **(2)**
- Creates basic settings, characters and simple plot in narratives with appropriate detail. **(3)**
- Demarcate sentences with capital letters and full stops, question marks, exclamation marks, commas to separate items in a list **(4)**
- Spells correctly words that are commonly mis-spelt (Appendix 1 Y3). **(7)**
- Use diagonal and horizontal strokes needed to join letters in some of their writing **(10)**
- Show some awareness of different sentence openers including adverbs to convey time, place and manner. **(14)**
- Use apostrophes for contraction and possession. **(16)**
- Some use of inverted commas to mark direct speech **(17)**
- Discuss and record ideas for writing in simple forms of planning. **(24)**
- Maintain writing in the 1st person
- Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.
- Write a series of extended sentences to explain a process

**KPIs On-track for Greater Depth (GDS)**

- Independently choose and know what to adapt and include when changing the form of writing.
- Maintain writing in the 1st and 3rd person.
- Include additional features for the form and audience of the writing.
- Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.

## Term 2

**KPIs On-track for Expected Standard (EXS)**

- Re-tell or write own story varying voice and intonation to create effects and sustain interest
- Creates basic settings, characters and simple plot in narratives with appropriate detail. **(3)**
- Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.
- Writing is mostly neat, well-spaced and generally of a consistent size. **(5)**
- Write a formal information piece with a specific audience and specific form
- Can spell most of the Year1/2 words and some of the Year3/4 words correctly in my writing. **(8)**
- Organise paragraphs around a theme
- Write a range of sentences using conjunctions to show cause and effect, (*because, although, so.*) **(11)**
- Some variety in subordinating conjunctions. Some use of, which, where, if, after, when (at least three different across a range of writing). **(13)**
- Where appropriate, some commas mark phrases and clauses. **(18)**
- Use heading and sub-headings to aid presentation and organisational devices. **(23)**
- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (e.g. identify some basic features of text). **(25)**
- Begin to experiment with figurative language
- Use some words that capture the reader's interest, imagination and create a specific effect on the reader
- Use inverted commas to punctuate direct speech
- Capital letters, full stops, question marks and exclamation marks used mostly correctly.
- Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly. **(6)**
- Begin to use joined writing throughout independent writing

**KPIs On-track for Greater Depth (GDS)**

- Use dialogue to support characterisation and set the scene to a story.
- Apt use of vocabulary especially verbs
- Independently choose and know what to adapt and include when changing the form of writing.
- Inverted commas used mostly accurately
- Use the language of comparison and contrast in report writing
- Evaluate own writing against the purpose, text structure, audience. **(20)**

## Term 3

**KPIs Expected Standard (EXS)**

- Write a story that has a problem and a resolution and where dialogue is beginning to move the story on.
- Write increasingly complicated instructions with clear audience ensuring they can be easily followed.
- Present a persuasive point of view in the form of a letter
- Plan with a clear purpose, audience and form
- Express time, place and cause using conjunctions
- Independently organise paragraphs around a theme
- Use expanded noun phrases to add detail and precision to writing
- Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors.
- Use inverted commas to punctuate direct speech
- Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly
- Can find words in a dictionary using the first two letters to check meaning. **(9)**
- Correct choice and consistent use of the present, past and perfect tense. **(15)**
- Use joined writing throughout independent writing
- Proof-read for spelling, punctuation and grammar errors, making corrections and revisions to own writing. **(19)**
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(21)**
- Presentation of characters to interest the reader through use of some detail and dialogue (*e.g. characters described through what they say and do*). To be able to create settings through simple descriptions. **(22)**

**KPIs Greater Depth (GDS)**

- Explore a range of organisation devices depending on the form and purpose of the writing
- Select precise vocabulary based on the audience and style of writing
- Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing
- Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.

## Writing Assessment Indicators

## Term 1

**KPIs On-track for Expected Standard (EXS)**

- Plan and write their own version of a familiar story with a focus on varied and rich vocabulary for effect to reflect the audience and purpose **(24)**
- Plan and write a complete story by identifying stages in the telling with a full sequence of events in narrative order; introduction, build-up, climax or conflict, resolution. **(16)**
- Write a recount in the 1st person with a clear audience and form
- In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words
- Sustained pieces of writing organised into paragraphs around a theme or event and for different sections of a story **(2)**
- Include descriptive and expanded noun phrases to evoke setting and make it more vivid, also including similes **(20)**
- Use of varied and rich vocabulary drawn from reading
- Begin to use fronted adverbials, e.g. start with a time connective or adverb, followed by a comma **(5)**
- Use inverted commas accurately to punctuate direct speech accurately **(10)**
- Begin to use sentences with more than one clause
- Spell all of the Year 1/2 words and some words from Year 3/4 correctly and spell words in contracted form correctly **(6)**
- Consistently use diagonal and horizontal strikes to join letters correctly and understand which letters are best left unjoined **(9)**
- Discuss and record more detailed ideas for writing in the form of planning **(19)**

**KPIs On-track for Greater Depth (GDS)**

- Use character descriptions designed to provoke a response (sympathy or dislike) in the reader and begin to integrate dialogue to convey characters **(15)**
- Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader
- Adapt or maintain writing in the 1st and 3rd person
- Select form of writing and make vocabulary and grammar choice based on audience
- Paragraphing is clear, ideas are developing and are linked to guide the reader through the text
- Writing has a clear voice which is sustained through both shorter and more extended texts

## Term 2

**KPIs On-track for Expected Standard (EXS)**

- Plan a complete story focussed on organisational devices
- Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.
- Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience
- Begin to use both a formal and an informal style **(23)**
- Write a report with a clear audience and specific form
- Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose
- Use inverted commas accurately and other speech punctuation to punctuate direct speech accurately **(10)**
- Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases **(11)**
- Uses appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition **(12)**
- Use present, past, progressive and perfect tense verb forms mostly accurately **(14)**
- Use pronouns and nouns to aid cohesion and avoid repetition
- Confidently use fronted adverbials using a comma after the fronted adverbial
- Begin to use relative clauses
- Develop the use of sentences with more than one clause
- Use the first two or three letters of a word to check its spelling in a dictionary **(8)**
- Use the diagonal and horizontal strokes that are needed to join letter correctly and understands which letters are best left unjoined **(9)**

**KPIs On-track for Greater Depth (GDS)**

- Write effectively for the purpose and audience, selecting language that shows good awareness of the reader
- Independently choose to use a range of organisational and cohesive devices to help structure texts
- Use a range of conjunctions to support cohesion within writing
- Adapt style of writing based on a change to audience and form.
- Select own success criteria
- Explore and manage the shifts between past and present tense appropriately within information texts
- Use a range of descriptive techniques to manage changes in mood and atmosphere
- Make effective additions, revisions and proof-reading corrections to their own writing to impact on the reader

## Term 3

**KPIs Expected Standard (EXS)**

- In narratives, write in role and describe settings and characters using "show not tell" techniques
- Write a recount in the form of a newspaper report
- Write a comparative report based on their own notes taken from several sources
- Writing has clear structure across a range of genres **(1)**
- Use a range of devices to structure the writing and support the reader based on the form and purpose
- Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) **(7)**
- Use fronted adverbials including the correct use of a comma
- Develop the use of sentences with more than one clause by using a wider range of conjunctions
- Effectively use conjunctions and adverbs prepositions to express time, cause and place **(13)**
- Spell correctly most words from the year 3/4 spelling list **(6)**
- Correctly writes simple sentences dictated by the teacher that are written independently using spelling from NC appendix 1 **(3)**
- Use joined-up writing throughout all independent writing which is consistent in size and neat **(4)**
- Make simple additions, revisions and proof-reading corrections to their own and others writing in connection to purpose **(22)**
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume **(21)**
- Identify and use correct terminology for adverbial, determiner, pronoun and possessive pronoun **(25)**

**KPIs Greater Depth (GDS)**

- Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form
- Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood
- Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation
- Consistently use a range of conjunctions to support cohesion
- Use a range of precise vocabulary
- Consistently produce legible joined handwriting
- Evaluate and re-draft part of own writing, proposing changes to grammar and vocabulary through redrafting **(18)**
- Write independently, effectively, coherently and creatively for a range of audiences and purposes

## Writing Assessment Indicators

## Term 1

**KPIs On-track for Expected Standard (EXS)**

- Identify the audience and purpose of the writing, selecting the appropriate form **(4)**
- Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style
- Write a recount with a specific form and audience
- Effectively plans writing, noting and developing initial ideas, drawing on reading and research where necessary **(17)**
- Use literary devices such as repetition, alliteration, "rule of three"
- Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience
- In narrative, begin to use dialogue to convey character and advance the action **(20)**
- Begin to use a range of devices to build cohesion (e.g. adverbials of time and place, pronouns, synonyms) across paragraphs **(2)**
- Use modal verbs or adverbs to indicate degrees of possibility **(13)**
- Understands the purpose of different conjunctions and uses them appropriately across different types of writing **(16)**
- Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase **(12)**
- Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones
- Use a dictionary to check meaning and spelling of words, and to use a thesaurus to find synonyms **(9)**
- Perform own compositions with growing confidence to a group or whole class using appropriate intonation and controlling the tone and volume **(23)**

**KPIs On-track for Greater Depth (GDS)**

- Independently adapt language choices based on the audience and the intended impact on the reader
- Write for more than one audience, managing changes in content, features and levels of formality
- Embed one text-type within another, controlling the writing and maintain the overall purpose
- Use a wide range of clause structures, including relative clauses, sometimes varying their position within a sentence **(15)**
- Draw on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing

## Term 2

**KPIs On-track for Expected Standard (EXS)**

- Effectively use dialogue to convey character and advance the action
- Use both reported and direct speech with correct punctuation **(18)**
- Secure use of complex sentences and position of clauses **(3)**
- Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases
- Write a linear procedural text with a wide range of presentational and organisational devices
- Use a wide range of presentational and organisational features to structure texts specific to the form and audience
- Begin to adapt writing based on a change in the audience.
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs
- Use commas to clarify meaning and avoid ambiguity
- Use commas to mark clauses in more complex sentences **(11)**
- Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons **(10)**
- Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6 **(6)**
- Knows that some words have silent letters and can spell them correctly **(7)**
- Consistently produce legible joined handwriting fluently and with increased speed **(1)**

**KPIs On-track for Greater Depth (GDS)**

- Develop writing into a parallel narrative telling same events from two points of view
- Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains
- Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing
- Independently enhance the effectiveness of writing through reading, evaluating, editing and re-drafting **(22)**
- Use the full range of punctuation taught correctly and appropriately
- Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading
- Make effective choices, revisions and purposeful omissions to impact on and interest the reader

## Term 3

**KPIs Expected Standard (EXS)**

- In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism **(21)**
- Uses imaginative details and precise vocabulary included for effect, for example, to engage as well as inform **(19)**
- Write with a non-linear structure
- Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader
- Plan, compose, edit and refine an explanation text showing good awareness of the reader
- Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary
- Use dialogue to convey character and advance the action
- Use preposition phrases and expanded noun phrases to add detail, qualification and precision
- Build cohesion within and across a paragraph using a range of devices
- Select vocabulary and grammatical structures that reflect the level of formality required within a piece of writing **(24)**
- Ensures consistent and correct use of tense throughout a piece of writing **(5)**
- Can mark relationships of time and cause through the use of perfect form of verbs **(14)**
- Spell correctly many words from Yr5/6
- Write words with prefixes and suffixes, understanding the meaning and effect they convey **(8)**
- Consistently produce legible joined writing

**KPIs Greater Depth (GDS)**

- Choose to combine text-types to support overall effectiveness of the writing
- Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices
- Select precise vocabulary and grammatical structures
- Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader
- Identify and use the full range of punctuation taught correctly and appropriately, including correct terminology **(25)**
- Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis
- Develop own success criteria and makes choices on audience and form of writing.
- Write independently and effectively for multiple audiences and purposes, selecting appropriate levels of formality and vocabulary choices, effectively controlling their writing.

## Writing Assessment Indicators

## Term 1

**KPIs On-track for Expected Standard (EXS)**

- Integrate dialogue in narrative to convey character and advance the action **(18)**
- Selects appropriate form of writing for a task and similar writing **(2)**
- Describe settings and characters building a distinct atmosphere
- Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.
- Write a recount in a specific form with a clear audience ensuring formality is appropriate
- Use layout devices, such as headings, sub-headings, bullets and tables to structure texts **(15)**
- Use adverbs, prepositional phrases and expanded noun phrases effectively **(13)**
- Write effectively for each purpose and selected audience, selecting language which show good awareness of the reader **(22)**
- Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader
- Draw on their knowledge of etymology and morphology to support spelling
- Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly **(7)**
- Ensures sentences are grammatically correct through proof reading and correcting **(21)**

**KPIs On-track for Greater Depth (GDS)**

- Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing
- Consciously control the structure of sentences
- Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately
- Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity
- Evaluate, draft and re-draft own and others writing **(24)**

## Term 2

**KPIs On-track for Expected Standard (EXS)**

- In narratives, describe settings, character and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader
- Use the range of punctuation taught at key stage 2 mostly correctly **(4)**
- Use verb tenses consistently and correctly throughout their writing
- Ideas planned into a planned coherent set of paragraphs which are varied in length and structure and supported by links between paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs **(3)**
- Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary **(6)**
- Uses a range of main, subordinate and relative clauses to develop and explain ideas **(16)**
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.
- Maintain legibility in joined handwriting when writing at speed **(1)**
- Understands how words are related as synonyms and antonyms and use them correctly **(8)**
- Uses a wide range on clause structures, varying their position in the sentences **(10)**

**KPIs On-track for Greater Depth (GDS)**

- Use a non-linear structure to show assured and conscious control of formality for different shifts of time
- Independently choose vocabulary and language features appropriately for the style and tone of the text
- Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes
- Distinguish between the language of speech and writing and choose the appropriate register
- Choose to combine different text types and associated language features for effect and specific purpose
- Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity
- Independently enhance the effectiveness of writing through reading, evaluating and redrafting

## Term 3

**KPIs Expected Standard (EXS)**

- In narratives, uses imaginative detail and precise vocabulary for effect, e.g. describe settings, character and atmosphere **(5)**
- Integrate dialogue in narratives to convey character and advance the action
- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- Use the range of punctuation taught at key stage 2 mostly correctly
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs **(20)**
- Uses an advanced range of conjunctions which fit in the style of writing **(17)**
- Beginning to take control over levels of formality **(19)**
- Uses different verb forms accurately **(12)**
- Use passive voice to effect the presentation of information within a sentence **(14)**
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.
- Spell correctly most words from the year 5/6 spelling list, \* and use a dictionary to check the spelling of uncommon or more ambitious
- Maintain legibility in joined handwriting when writing at speed
- Writes and performs own compositions confidently, using appropriate intonation, volume and movement **(23)**
- Can identify, understand and use terminology accurately and appropriately in discussing writing and reading **(25)**

**KPIs Greater Depth (GDS)**

- 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
- Distinguish between the language of speech and writing and choose the appropriate register
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Make effective choices, revisions and purposeful omissions to impact on and interest the reader
- Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity **(9)**