

Writing assessment: Year 6

Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation and Purpose)	Sources of evidence:
<p>I can use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words that are well matched to the purpose and audience.</p> <p>I can use expanded noun <u>and</u> adverbial phrases to add interest and detail.</p> <p>I use different vocabulary and structures for formal and informal speech and writing</p> <p>I can use subjunctive forms of verbs such as <i>if I were</i> or <i>were they to come</i> in some very formal writing and speech.</p> <p>I can use passive verbs to affect the presentation of information in a sentence.</p> <p>I can use brackets, dashes and commas to indicate parenthesis.</p> <p>I use the correct punctuation for bullet points in my writing.</p> <p>I can begin sentences in a variety of ways: using adverbials, subject reference and speech.</p> <p>I can use commas to mark phrases or clauses.</p> <p>I can use apostrophes to mark contractions and to show possession.</p> <p>I can use inverted commas to show the beginning and end of direct speech.</p> <p>I can use the semi colon and dash to mark the boundary between independent clauses.</p> <p>I can use a colon to introduce a list and use semi-colons within a list.</p>	<p>I can spell words ending in -ant, -ent,-ence/-ency and -ance/-ancy.</p> <p>I can spell words with the ending -ible/ibly and -able, -ably, -ibly.</p> <p>I can spell use the hyphen to join a prefix to a root word e.g. co-ordinate.</p> <p>I can spell words with silent letters.</p> <p>I choose the correct spellings for homophones and words that are often confused and spell them correctly.</p> <p>I can spell the majority of the words on the year 5/6 spelling list.</p> <p>I can write in a fully cursive style joining letters appropriately and keeping a consistent size.</p> <p><b>Refer to P51-54 of the National Curriculum for specific details.</b></p>	<p>I can balance action, description and speech in fictional writing.</p> <p>I can balance fact, opinion and comment in non-fiction writing.</p> <p>I can construct paragraphs that support meaning and purpose.</p> <p>I can make links between paragraphs using pronouns, adverbials and connectives.</p> <p>I use a wide range of cohesive devices: repetition of a phrase, grammatical connections and ellipses.</p> <p>My writing is well paced.</p> <p>I use pronouns correctly to avoid repetition.</p> <p>I write in a consistent tense appropriate to the style of my writing.</p> <p>I can précis a longer piece of writing.</p> <p>I can use layout devices such as: headings, sub-headings, fact boxes, bullet points, colons, columns, tables and underlining to structure text.</p> <p>My writing shows an awareness of my target audience.</p> <p>I use the correct subject and verb agreement in my writing.</p>	
<p>Grammatical terminology for pupils to know: subject, object , active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>			

Writing assessment: Year 5

Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation and Purpose)	Sources of evidence:
<p>My vocabulary choices are more thoughtful – using a thesaurus to extend range of words used.</p> <p>I can proof-read, edit and redraft my work to improve spelling errors, grammar, vocabulary and punctuation choices.</p> <p>I can use relative clauses beginning with: who, which, when, whose and that.</p> <p>I can use modal verbs or adverbs to show degrees of possibility e.g. <i>could, might, should</i>.</p> <p>I use verbs correctly to show past, present and future tenses in my writing.</p> <p>I can use expanded noun phrases.</p> <p>I can use commas to clarify meaning and avoid ambiguity.</p> <p>I can use a colon to introduce a list.</p>	<p>I can spell words ending in -cious and -tious.</p> <p>I can spell words with the ending -tial and -cial.</p> <p>I can spell the words using the letter string – ough.</p> <p>I can use the suffixes –ly , -ous.</p> <p>I can use the prefixes il-, ir-, re-, sub-, inter-, anti, auto-.</p> <p>I know and use the rule I before e except after c.</p> <p>I can spell the majority of the words on the year 5 spelling list.</p> <p>I can write in a fully cursive style joining letters appropriately and keeping a consistent size.</p> <p><b>Refer to P51-54 of the National Curriculum for specific details.</b></p>	<p>In my writing the setting is used to create mood.</p> <p>In my writing characterisation is evident through direct and reported speech.</p> <p>I am beginning to use layout devices such as: headings, bullet points and underlining to structure text.</p> <p>I can use a range of strategies to gather ideas and plan my writing.</p> <p>I can use connectives within a paragraph to link the sentences e.g. secondly, in addition, furthermore.</p> <p>My paragraphs have relevant openings.</p> <p>I can use paragraphs to shape my story.</p> <p>I can perform my own compositions using appropriate intonation and volume so that meaning is clear.</p>	
<p>Grammatical terminology for pupils to know: modal verb, relative pronoun, relative clause ,parenthesis, bracket, dash cohesion, ambiguity</p>			

Writing assessment: Year 4

Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation and Purpose)	Sources of evidence:
<p>I can use adverbial phrases and noun phrases.</p> <p>I can use commas after fronted adverbials.</p> <p>I can choose words and phrases to engage the reader and support the purpose.</p> <p>I can include details to add interest, persuade (obviously) or to direct (imperative verbs).</p> <p>My vocabulary is interesting and appropriate.</p> <p>I can choose words for effect e.g. use stationary rather than stopped.</p> <p>I can use the possessive apostrophe in all situations.</p> <p>I can experiment with a range of punctuation e.g. brackets, semi-colon and dash.</p> <p>I can write sentences with more than one clause using a range of conjunctions e.g. when, if, although, because, however.</p> <p>I can use present perfect form of verbs in contrast to the past tense e.g. <i>I have run rather than I ran.</i></p> <p>I can choose nouns and pronouns appropriately to avoid repetition.</p> <p>I can use and punctuate direct speech accurately.</p> <p>I know a range of word classes including adverbs and prepositions.</p>	<p>I can spell and use in context a range of homophones/ near homophones.</p> <p>I can spell words ending in -tion, -sion, -cian, -ssion. -ation.</p> <p>I can add suffixes to words with more than one syllable e.g. beginner, gardener.</p> <p>I can spell words ending in -sure, -ture.</p> <p>I can spell words with and ending -sion.</p> <p>I can spell words with the suffix, ous.</p> <p>I can spell words of Greek origin with the spelling ch but sounds like a K e.g. scheme, chorus.</p> <p>I can spell words ending in gue and que e.g. tongue and unique.</p> <p>I can spell words of Latin origin with the sound the s sound e.g. science, scene.</p> <p>I can spell the majority of the year 3/4 word list.</p> <p>I can write in a fully cursive style joining letters appropriately and keeping a consistent size.</p> <p><b>Refer to P48-50 of the National Curriculum for specific details.</b></p>	<p>I can use paragraphs for changes in time, action and setting.</p> <p>In non-fiction I can use a clear introduction followed by logical points organised in paragraphs and a clear conclusion.</p> <p>I can plan to ensure events are well paced in my writing.</p> <p>I develop characters by describing how they look, talk and behave.</p> <p>I can include significant interaction between characters to move my story forward.</p> <p>I can orally rehearse the composition and structure of my writing.</p> <p>I am beginning to use the appropriate style of writing e.g. formal/ informal.</p> <p>I can proof-read for errors.</p> <p>I can read aloud my own compositions using appropriate intonation and volume so that meaning is clear.</p> <p>I can assess my own and others writing and suggest improvements through changes in grammar, vocabulary.</p>	
<p>Grammatical terminology for pupils to know: determiner, pronoun, possessive pronoun, adverbial</p>			

Writing assessment: Year 3

Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation and Purpose)	Sources of evidence:
<p>I can experiment with new words and phrases which I think might interest the reader.</p> <p>I use one or more adjectives to describe a noun.</p> <p>I can experiment with a wider range of conjunctions e.g. when, if, because, although and however.</p> <p>I can use subordinate clauses to add extra detail to a sentence.</p> <p>I can express time and cause through adverbs, conjunctions and prepositions.</p> <p>I can experiment with speech marks to punctuate direct speech.</p>	<p>I can use the prefixes dis-, mis-, in- and im-.</p> <p>I can spell words with ei, eigh or ey spellings e.g. neighbour, eight, they, obey, weigh.</p> <p>I can spell words with y in them other than at the end e.g. myth, gym.</p> <p>I can spell words with the 'ou' sound that are pronounced touch, double.</p> <p>I can spell words of French origin with ch e.g. chef, chalet.</p> <p>I can spell words with the suffix ly at the end of the word and the exceptions (ally).</p> <p>I can spell and use in context a range of homophones/ near homophones.</p> <p>I can spell the majority of the year 3 word list.</p> <p><b>Refer to P48-50 of the National Curriculum for specific details.</b></p>	<p>I can use a variety of sentence structures (simple, compound and complex sentences).</p> <p>I can plan the main events of my writing.</p> <p>I can assess my own and others writing and suggest improvements through changes in grammar, vocabulary</p> <p>My writing has a clear beginning and end.</p> <p>I can experiment with paragraphs around a theme.</p> <p>I can orally rehearse my writing.</p> <p>I can include detail to add humour, surprise or suspense.</p> <p>My point of view is clear in my writing.</p>	
<p>Grammatical terminology for pupils to know: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>			