

**STROUD GREEN**



## **National Curriculum standards for writing Guidance**

These documents refer to each year groups programme of study in line with the National Curriculum 2014. Each set of standards is in an approximate hierarchy and this should be taken in to consideration when making a judgement. These documents will be used as a target setting and evidence base on a weekly basis. They will inform the children of their next steps and inform the teachers of where each child is against their programme of study.

**Summative Assessment:** These standards will be used in all children's writing books. Each strand is assessed over the year and progress towards that standards is recorded in the three end columns. The strand will be ticked ones a child is secure in that strand. The ticks will indicate when the child has achieved the strand:

Autumn term: Black pen      Spring term: green pen      Summer term: red pen

Once the strand has been achieved three times the strand can be highlighted in green to show the child has successfully masters the skill.

In standards 1 and 2 children will be learning Basic Skills and there is usually a need to see these skills demonstrated on a least three occasions before a child can achieve the strand. However, in KS2 this is for guidance only. A child may show one or two particularly strong examples of a strand which may then allow you to highlight it as achieved.

**Formative Assessment:** During assessment week children will produce an independent piece of writing. This will be marked against the standards in the first column. A tick indicates the child has achieved the strand, a dot indicates there is some evidence of the strand but not conclusive. A cross indicates the child has not achieved the strand. The marks will then be counted and a judgement can be made to assist in teacher assessments.

## Year 1 Writing Expectation

No	Criteria	EYO			
1	Can write own first name with appropriate upper and lower case letters (may not be accurate).	40 - 60 W			
2	Can form most letters clearly, although size and shape may be irregular.	40 - 60 M & H			
3	Writes simple regular words, some spelt correctly.	ELG W			
4	Always leaves spaces between words.				
5	Begins to make phonic attempts at words.	ELG W			
6	Can spell CVC words (consonant, vowel, consonant e.g. sit / bag / cat) usually correctly.				
7	Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc).	ELG W			
8	Can show some control over letter size, shape and orientation in writing.	40 - 60 W			
9	Can say what writing says and means.	40 - 60 W			
10	Can produce own ideas for writing.				
11	Can show some control over word order producing logical statements.				
12	Can spell most common words correctly (most R / Y1 High Frequency words and the words on Year 1 list in the N.C. Appendix 1).				
13	Can make recognisable attempts at spelling words not known, (almost all decodable without the child's help). (If all are spelt correctly, tick the criteria so as not to penalise the child).				
14	Can write simple texts such as lists, stories, reports, recounts (A paragraph or more).				
15	Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.)				
16	Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders / use of upper and lower case are usually accurate).				
17	Can use ANY connective, (may only ever be 'and') to join 2 simple sentences, thoughts, ideas etc.				
18	Can use appropriate vocabulary, (should be coherent and sensible) in more than three statements.				
19	Can use logical phonic strategies when trying to spell unknown words in more than three statements.	ELG W			
20	Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.				
21	Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language / must not be a retell).				

TT step	B	B+	W	W+	S	S+
Points achieved	8-10	11-13	14-15	16-17	17-19	20-21

## Year 2 Writing Expectation

1	Can communicate ideas and meaning confidently in a series of sentences (may not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing, at least a paragraph in length).			
2	Can control use of ascenders/descenders and upper/lower case letters in handwriting.			
3	Can write in three or more text forms or genres with reasonable accuracy. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.			
4	Can provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a simple list).			
5	Can vary the structure of sentences to interest the reader, (manipulated sentences e.g. questions, direct speech or opening with a subordinate clause).			
6	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').			
7	Can usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least).			
8	Can match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing).			
9	Can usually maintain use of basic sentence punctuation (full stops followed by capital letters) in a piece close to a side of A4 in length. (May be on a shorter piece or may not be accurate for 2E)			
10	Can spell most common words correctly and most of the Years R,1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1.			
11	Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words, (if all spelling is correct in a long enough piece to be secure evidence – tick the criteria).			
12	Can use connectives other than 'and' to join 2 or more simple sentences, thoughts, ideas etc (e.g. but, so, then, or, when, if, that, because).			
13	Can use a range of punctuation, mainly correctly, including at least 3 of the following: full stop and capital letter; exclamation mark; question mark; comma (at least in lists); apostrophe for simple contraction and for singular possession (at least) e.g. 'John's dog...', 'The cat's bowl...'. .			
14	Can make writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc.).			
15	Can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing...).			
16	Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g. a title – 'Big Billy Goat Gruff').			
17	Structures basic sentences correctly, including capitals and full stops in a longer piece (one error acceptable).			
18	Can use accurate and consistent handwriting, (in print at minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).			
19	Begins to show evidence of joining handwriting.			
20	Uses past and present tenses correctly.			

TT step	B	B+	W	W+	S	S+
Points achieved	5-7	8-10	11-13	14-15	16-18	19-20

## Year 3 Writing Expectation / KS1 Mastery

1	Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).			
2	Can usually join their handwriting,			
3	Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.			
4	Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).			
5	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').			
6	Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).			
7	Can extend sentences using a wider range of connectives to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).			
8	Can usually use correct grammatical structures in sentences, (nouns and verbs agree generally).			
9	Can use pronouns appropriately to avoid the awkward repetition of nouns.			
10	Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.			
11	Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).			
12	Is beginning to use paragraphs.			
13	Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).			
14	Can write neatly, legibly and accurately, mainly in a joined style.			
15	Can use adjectives and adverbs for description.			
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.			
17	Can develop characters and describe settings, feelings and / or emotions, etcetera.			
18	Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).			
19	Can attempt to give opinion, interest or humour through detail.			
20	Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)			
21	Is beginning to develop a sense of pace (lively and interesting).			

TT step	B	B+	W	W+	S	S+
Points achieved	5-9	10-12	13-15	16-17	18-19	20-21

## Year 4 Writing Expectation / Standard 4

1	Can write in a lively and coherent style.			
2	Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If any other genre, it can be as pupils will already know those three.			
3	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').			
4	Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).			
5	Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.			
6	Can write neatly, legibly and accurately, usually maintaining a joined style.			
7	Can use more sophisticated connectives, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).			
8	Can use links to show time and cause.			
9	Can open sentences in a wide range of ways for interest and impact.			
10	Can use paragraphs although may not always be accurate.			
11	Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).			
12	Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...'; subordinate clauses – 'I felt better when...').			
13	Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.			
14	Can use nouns, pronouns and tenses accurately and consistently throughout.			
15	Can use apostrophes and / or inverted commas, mainly accurately (If direct speech is not appropriate to the task, apostrophes alone can score the tick).			
16	Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.			
17	Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera).			
18	Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...').			
19	Can develop ideas in creative and interesting ways.			

TT step	B	B+	W	W+	S	S+
Points achieved	5-7	8-10	11-13	14-15	16-17	18-19

## Year 5 Writing Expectation

1	Can produce well-structured and organised writing using a range of conventions in layout.			
2	Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).			
3	Can select the correct genre for audience and purpose, and use it accurately			
4	Can select from a wide range of known imaginative and ambitious vocabulary (should be words that are not usually used by a child of that age) and use precisely (All spelling including of complex words, is almost always correct).			
5	Can use paragraphs consistently and appropriately.			
6	Can group things appropriately before or after a main verb, (e.g. The books, the pens and the pencils were all ready on the table).			
7	Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.			
8	Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment).			
9	Can use complex sentence structures appropriately.			
10	Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.			
11	Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).			
12	Can write neatly, legibly and accurately in a flowing, joined style.			
13	Can adapt handwriting for a range of tasks and purposes, including for effect.			
14	Can spell accurately in all but the most complex words e.g. paraphernalia, quintessential etc. and most or all of the Year 5 High Frequency Words and the Year 5 words in the N.C. Appendix 1.			
15	Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child).			
16	Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).			
17	Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').			
18	Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).			
19	Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).			
20	Can interweave implicit and explicit links between sections.			
21	Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).			
22	Can show confident and established 'voice'.			

TT step	B	B+	W	W+	S	S+
Points achieved	5-9	10-12	13-15	16-17	18-19	20-22

## KS2 Writing Expectation Mastery / Standard 6

1	Can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used less usual, ambitious vocabulary spelt correctly.)			
2	Can open and close writing in interesting, unusual or dramatic ways, when appropriate.			
3	Can use the full range of punctuation, almost always accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis, etc.			
4	Can write neatly, legibly and accurately and fluently, in a joined style.			
5	Can vary font for effect or emphasis when appropriate (print, italics or capitalisation). May only be one example.			
6	Can use a wide range of conventions appropriately to the context e.g. paragraphs, sub and side headings, addendum, footnote, contents et cetera.			
7	Can use a wide range of sophisticated connectives, including conjunctions, adverbs, and prepositions, to show time, cause, sequence and mode, often to open sentences.			
8	Can use clauses confidently and appropriately for audience and purpose.			
9	Can use implicit links within text e.g. referring back to a point made earlier or forward to more information or detail to come.			
10	Can group items for effect, before or after the verb.			
11	Can use a range of techniques to interact or show awareness of audience eg action, dialogue, quotation, aside, suspense, tension, comment.			
12	Can write with confidence and imagination.			
13	Can adapt writing for the full range of purposes, always showing awareness of audience and purpose.			
14	Can consciously vary levels of formality according to purpose and audience.			
15	Can sustain a convincing viewpoint throughout the piece e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc.			
16	Can use a wide range of ambitious vocabulary accurately and precisely (should be words that are not usually used by a child of that age)			
17	Can use 2 or more of stylistic features to create effect within the text e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal.			
18	Can use creative and varied sentence structure when appropriate, intermingling with simple structures for effect.			
19	Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.			
20	Can use pertinent and precise detail as appropriate.			
21	Can inter mingle a variety of types of sentences, statements, commands, questions, exclamations, asides, complex with simple plus effective placing of clauses.			

TT step	B	B+	W	W+	S	S+
Points achieved	5-9	10-12	13-15	16-17	17-19	20-21