Termly Key Assessment Criteria Writing Year 1		
Autumn	**Spring +**	**Summer ++**
Transcription • To sit correctly at a table holding a pencil comfortably and correctly • To begin to form lower case letters in the correct direction starting and finishing in the right place **Spelling** • To identify known phonemes in unfamiliar words • To sing the alphabet in order • To spell correctly own name and names of individuals in close family **Composition** • To compose a sentence orally before writing it • To leave spaces between words • To begin to punctuate sentences using a capital letter and a full stop **Grammar and punctuation** • To use a capital letter for the personal pronoun 'I'	**Transcription** • To form capital letters and the digits 0-9 correctly • To understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these **Spelling** • To name the letters of the alphabet in order (can identify individual letter name out of order) **Composition** • To sequence sentences to form short narratives • To re-read what they have written to check that it makes sense • To begin to punctuate sentences using a capital letter and a full stop or exclamation marks. • To use 'and' to join sentences together **Grammar** • To know how the prefix 'un' can be added to words to change the meaning.	**Transcription** • To consistently form lower case letters in the correct direction, starting and finishing in the right place • To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these **Spelling** • To use syllables to divide words when spelling • To use knowledge of alternative phonemes to narrow down possibilities for accurate spelling • To use the spelling rule for adding s or es for verbs in the third person singular • To use letter names to show alternative spellings of the same phoneme **Composition** • To sequence sentences in chronological order to recount an event or an experience • To begin to punctuate sentences using a capital letter and a full stop, exclamation marks or question marks

Punctuation • To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	**Punctuation** • To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	**Grammar** • To use a capital letter for names of people, places, the days of the week and the personal pronoun 'I' • To use the suffixes s, es, ed, er and ing. **Punctuation** • To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • TO use a capital letter to start own name
Ongoing (To be assessed at end of Summer) ++ **Composition** • To always check writing and read it through to make sure it makes sense.		

Termly Key Assessment Criteria Writing Year 2		
Autumn	**Spring +**	**Summer ++**
Transcription • To form lower case letters of the correct size relative to one another • To ensure letters are formed correctly without any reversals. • To be consistent when using capital and lower case letters **Spelling** • To segment spoken words into phonemes and record them as graphemes • To use knowledge of alternative phonemes to narrow down possibilities for accurate spelling • To identify known phonemes in unfamiliar words and use syllables to divide words. **Composition** • To begin to write narratives about personal experiences and those of others (real and fictional) • To regularly orally rehearse structured sentences for sequences of sentences • To evaluate writing with the teacher	**Transcription** • To sometimes use the diagonal and horizontal strokes needed to join letters • To write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters **Spelling** • To confidently segment spoken words into phonemes and record them as graphemes • To regularly use knowledge of alternative phonemes to narrow down possibilities for accurate spelling • To consistently identify known phonemes in unfamiliar words and use syllables to divide words. **Composition** • To plan and discuss the content writing and write down ideas • To evaluate writing with a teacher and independently • To proof-read to check for errors in spelling, grammar and punctuation • To evaluate their writing with a writing partner	**Transcription** • To understand which letters, when adjacent to one another, are best left unjoined • To consistently write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters **Spelling** • To spell words with different alternative spellings, including a few common homophones • To spell longer words using suffixes such as ment, ness, ful, less, ly • **Composition** • To write for different purposes, including real events • To evaluate writing with their teacher, independently and with peers • To confidently plan and discuss the content of my writing and write down ideas • To write narratives about personal experiences and those of others (real and fictional)

Grammar • To use a capital letter for names of people, places, the days of the week and the personal pronoun 'I' **Punctuation** • To use full stops and capital letters accurately	**Grammar** • **Punctuation** • To use full stops, capital letters, exclamation marks and question marks accurately	**Grammar** • To spell longer words using suffixes such as ment, ness, ful, less and ly • To use subordination (using when, if, that, or because) and coordination (using or, and or but) • To use present and past tense correctly and consistently including the progressive form **Punctuation** • To use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists.
Ongoing (To be assessed at end of Summer) ++ • To use spacing between words that reflects the size of the letters • To proof read to check for errors in spelling, grammar and punctuation		

Termly Key Assessment Criteria - Year 3 Writing

Autumn	Spring +	Summer ++
Transcription • To use diagonal and horizontal strokes that are needed to join letters. **Spelling** • To recognise and spell additional homophones. • To use the first letter of a word to check it's spelling in the dictionary. • To correctly spell word families based on common words. **Composition** • To evaluate writing and begin to suggest changes with peers and through self-assessment. • To use a basic plot including a beginning, problem and a simple ending. • To use a given plan with simple organisational devices e.g. headings, subheadings for non-narrative. • To begin to use a range of sentence structures. • To write a non-narrative using simple organisational devices such as headings and sub-headings. • To proof-read to check for errors in spelling and punctuation **Grammar**	**Transcription** • To understand which letters, when adjacent to one another, are best left unjoined. **Spelling** • To spell words with additional prefixes and suffixes and understand how to add them to root words. • To use the first two or three letters of a word to check it's spelling in the dictionary. • To make comparisons from a word already known to apply to an unfamiliar word **Composition** • To make changes to improve vocabulary for consistency. • To use a basic plot including a beginning, problem and an effective ending. • To create and use a plan with simple organisational devices e.g. headings, subheadings for non-narrative. • To use a range of sentence structures. • To compose sentences using a wider range of structures linked to the grammar objectives. • To write a narrative with a clear structure, setting, characters and plot. **Grammar**	**Transcription** • To increase the legibility, consistency and quality of handwriting. **Spelling** • To make comparisons from a word already known to apply to an unfamiliar word. • To identify the root word in longer words. • To spell correctly word families based on common words, for example – solve, solution, solver **Composition** • To make changes to improve vocabulary and grammar for consistency. • To use a logical plot which engages the readers' interest through action and description. • To create and use a plan with a range of organisational devices for non-narrative. • To use a range of sentence structures for effect. • To look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure;

• To use subordination and co-ordination accurately • To use the conjunctions - When/if/because accurately. • To use prepositions to show time and place. • To accurately use past and present tenses throughout a piece of writing. • To identify vowels and consonants. **Punctuation** • To use Year 3 punctuation.	• To use conjunctions e.g. *although and as* to write sentences with more than one clause. • To use prepositions and conjunctions to express time and cause. • To use perfect form of verbs to mark time and clause. **Punctuation** • To use Year 3 punctuation consistently.	grammatical features and use of vocabulary • To suggest improvement to writing through assessing writing with peers and through self-assessment. **Grammar** • To use conjunctions *e.g. although and as* to accurately write sentences with more than one clause. • To use prepositions, adverbs and conjunctions to express time and cause. **Punctuation** • To use Year 3 punctuation for effect.
On-going Targets		
To proof-read to check for errors in spelling and punctuation.		
To look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary.		

Termly Key Assessment Criteria – Year 4

Autumn	Spring +	Summer ++
Transcription • To use the diagonal and horizontal strokes that are needed to join letters **Spelling** • To spell 50% of the Y3 and 4 word list. • To spell words with additional prefixes and suffixes and understand how to add them to root words. **Composition** • To use a logical plot which engages the readers' interest through action, description and some dialogue. • In non-narrative, to group related ideas in a paragraph. • To begin to use a range of sentence structures. • To orally rehearse structured sentences or sequences of sentences before writing them down. • To make changes to improve vocabulary and grammar for consistency. **Grammar** • To begin to use apostrophes for plural possession. • To use expanded noun phrases with modifying adjectives. • To use fronted adverbials.	**Transcription** • To understand which letters, when adjacent to one another, are best left unjoined **Spelling** • To spell 75% of the Y3 and 4 word list. • To recognise and spell additional homophones. **Composition** • To use a logical plot which engages the readers' interest through action, description and effective dialogue. • In non-narrative, to begin to open paragraphs with topic sentences. • To use a range of sentence structures. • To make improvements to writing by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences **Grammar** • To accurately use apostrophes for plural possession. • To use fronted adverbials with accurate comma placement.	**Transcription** • To have increased the legibility, consistency and quality of handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch **Spelling** • To spell all of the Y3 and 4 word list. • To use the first two or three letters of a word to check it's spelling in the dictionary. **Composition** • To use a range of sentence structures for effect. • To compose sentences using a wider range of structures, linked to the grammar objectives • To begin to open paragraphs with topic sentences **Grammar** • To effectively use expanded noun phrases with modifying adjectives and prepositional phrases. • To use a range of sentences with more than one clause.

• To begin to use nouns or pronouns within and across sentences to support cohesion and avoid repetition. • To use subordinate clauses. **Punctuation** • To use basic speech punctuation.	• To use expanded noun phrases with modifying adjectives and prepositional phrases. • To consistently use nouns or pronouns within and across sentences to support cohesion and avoid repetition. • To use embedded clauses. • To be able to identify determiners. **Punctuation** • To begin to use additional punctuation within direct speech including a comma after the reporting clause.	• To be able to identify and use determiners. • To use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. • To use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair.' **Punctuation** • To accurately use additional punctuation within direct speech. • To use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

Key Assessment Criteria Writing Year 5

Autumn

Transcription

- To begin to choose the style of handwriting and writing implement to use when given a choice (e.g. pencil to make notes, pen for letter writing)
- To choose the handwriting that is best suited for a specific task.

Spelling

- To form verbs with prefixes. (dis, de, mis, over and re)
- To convert nouns or adjectives into verbs by adding a suffix. (ate, ise, ify)
- To distinguish between homophones and other words which are often confused.
- To spell the commonly mis-spelt words from the Y5 list
- To use a range of spelling strategies. (links to grammar for writing)
- To use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- To use a thesaurus.

Composition

- To start sentences in different ways for example fronted adverbials, time openers, -ly openers.
- To develop characters through action and dialogue.
- To use stylistic devices to create effects in writing using similes.
- To add well-chosen detail to interest the reader and make changes to vocabulary.

Spring +

Transcription

- To begin to choose the style of handwriting and writing implement to use when given a choice (e.g. pencil to make notes, pen for letter writing)
- To choose the handwriting that is best suited for a specific task.

Spelling

- To understand the rules for adding prefixes and suffixes.
- To spell words with silent letters such as: knight, psalm, solemn.
- To use a range of spelling strategies. (links to grammar for writing)
- To spell the commonly mis-spelt words from the Y5 list
- To use a thesaurus efficiently and effectively.

Composition

- To independently open sentences in different ways for example fronted adverbials, time openers, -ly openers.
- To discuss the audience and purpose of the writing.
- To use the correct features and sentence structure matched to the text type taught so far.
- To use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.
- To develop characters through dialogue using direct and reported speech.

Summer ++

Transcription

- To choose the style of handwriting to use when given a choice.
- To can choose the handwriting that is best suited for a specific task.

Spelling

- To spell the commonly mis-spelt words from the Y5/6 word list.
- To use prefixes and suffixes confidently.
- To use a range of spelling strategies. (links to grammar for writing)
- To spell the commonly mis-spelt words from the Y5/6 word list.

Composition

- To use stylistic devices to create effects in writing for example simile, metaphor and personification.
- To use grammar, vocabulary and punctuation to create an impact on the reader, enhance effects and clarify meaning.
- To use sentence starters to highlight the main idea.
- To start sentences in different ways and apply these in other subjects.
- To know the audience for and the purpose of writing.
- To develop characters through action and dialogue.
- To confidently establish a viewpoint as the writer through commenting on characters and events.

• To organise writing into paragraphs to show different information or events. • To choose vocabulary to engage and impact on the reader. • To develop characters through their actions. • To use the correct features and sentence structure matched to the text type taught so far. • To assess the effectiveness of their own and peers' writing. • To recognise when to use correct subject and verb agreement when using singular and plural. • To proof-read for spelling and punctuation errors. • To build cohesion between paragraphs. **Grammar** • To use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. • To recognise how modal verbs and adverbs are used to indicate degrees of possibility.	• To use stylistic devices to create effects in writing including metaphors and personification • To establish a viewpoint as the writer through commenting on characters and events. • To distinguish between the formal and informal spoken and written language. **Grammar** • To build cohesion between paragraphs. • To use adverbials to link paragraphs. **Punctuation** • To use brackets, dashes and commas to indicate parenthesis. • To use commas to clarify meaning or avoid ambiguity.	• To summarise a paragraph or event. • To confidently use the features and structures of text types taught this year and use and apply in other subjects. • To add well-chosen detail to interest the reader to enhance writing. • To perform own compositions, using appropriate intonation, volume and movement so that the meaning is clear. **Grammar** • To use modal verbs and adverbs to indicate degrees of possibility. • To ensure the consistent and correct use of tense throughout a piece of writing. • To ensure that subject and verb agreement is accurate. • To distinguish between the language of speech and writing.

Termly Key Assessment Criteria Writing Year 6		
Autumn	**Spring +**	**Summer ++**
Transcription • To choose the style of handwriting to use when given choices and deciding, as part of a personal style, whether or not to join specific letters. • To choose the writing implement that is best suited for a task, e.g. quick notes, letters. **Spelling** • To convert verbs into nouns by adding a suffix for example, tion and ure. • To distinguish between homophones and other words which are often confused. • To understand that the spelling of some words need to be learnt specifically. • To spell the commonly mis-spelt words from the Y5/6 word list **Composition** • To use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, -ing and –ed. • To distinguish between the language of speech and writing. • To use developed noun phrases to add detail to sentences. • To identify the audience for and purpose of the writing. • To use commas to mark phrases and clauses.	**Transcription** • To present handwriting that is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. **Spelling** • To use any dictionary and thesaurus to improve their work. • To use a range of spelling strategies • To spell the commonly mis-spelt words from the Y5/6 word list **Composition** • To choose the appropriate audience form and purpose from the genres covered so far. • To use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. • To use the passive voice to present information with a different emphasis. • To sustain and develop ideas logically in narrative and non-narrative writing.	**Transcription** **Spelling** • To spell the commonly mis-spelt words from the Y5/6 word list. • To efficiently and effectively use a dictionary and thesaurus. **Composition** • To choose the appropriate form and register for the audience and purpose of the writing and apply this is all subjects. • To use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. • To use character, dialogue and action to advance events in narrative writing. • To ensure consistent and correct use of subject and verb agreement when using singular and plural. • To perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

• To begin to use character, dialogue and action to advance events in narrative writing. • To assess the effectiveness of their own and others' writing • To suggest changes to vocabulary, grammar and punctuation throughout a piece of writing. • To distinguish between the correct subject and verb agreement when using singular and plural. • To use a variety of organisational and presentational devices correct to the text type, for example, headings, bullet points and underlining. • To sustain and develop ideas logically in narrative and non-narrative writing. **Grammar** • To vary sentence structure depending whether formal or informal. • To use the correct tense in most of their writing. • To write in paragraphs, with a topic sentence, which can clearly signal a change in subject, time, place or event. **Punctuation** • To use the semi-colon, colon and dash. • To proof read for spelling and punctuation errors.	• To summarise a text, conveying key information in writing. **Grammar** • To use the passive voice. • To ensure the consistent and correct use of tense throughout a piece of writing. • To use correct subject verb agreement **Punctuation** • To use the colon to introduce a list and semi-colon within lists. • To use a hyphen to avoid ambiguity.	**Grammar** • To use a variety of organisational and presentational devices correct to the text type and to guide the reader, for example, headings, bullet points and underlining. **Punctuation**