



## Writing Assessment Criteria EYFS - Year 6

### EYFS Expected

Children use their phonic knowledge to write words in ways which match their spoken sounds.

Write some irregular common words.

Write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Form capital letters.

### EYFS Exceeding

Children can spell phonetically regular words of more than one syllable.

Children can spell many irregular high frequency words.

Use key features of narrative in their own writing.



## Writing Assessment Criteria EYFS - Year 6

### Year 1 Working Towards

#### 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



## Writing Assessment Criteria EYFS - Year 6

### Year 1 Expected

#### 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



## Writing Assessment Criteria EYFS - Year 6

### Year 1 Greater Depth

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

- sentences that are sequenced to form short 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



## Writing Assessment Criteria EYFS - Year 6

### Year 2 Working Towards

#### **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



## Writing Assessment Criteria EYFS - Year 6

### Year 2 Expected

#### 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



## Writing Assessment Criteria EYFS - Year 6

### Year 2 Greater Depth

#### **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



# Writing Assessment Criteria EYFS - Year 6

## Year 3 Working Towards

### The pupil can:

- write coherent narratives
- using some expanded 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 tense mostly correctly and consistently
- some correct use of the present and past progressive form *e.g. I was deciding, We were breathing.*
- using co-ordinating conjunctions
- 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



## Writing Assessment Criteria EYFS - Year 6

### Year 3 Expected

The pupil can:						
<ul style="list-style-type: none"> <li>• write effectively and coherently for different purposes</li> </ul>						
<ul style="list-style-type: none"> <li>• some use of paragraphs to group related material</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 expanded noun phrases to describe and specify when describing settings and characters in narratives</li> </ul>						
<ul style="list-style-type: none"> <li>• some use of dialogue to show a character's attitude</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 the present and past progressive form mostly correctly <i>e.g. I was deciding, We were breathing.</i></li> </ul>						
<ul style="list-style-type: none"> <li>• 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 <i>e.g. <b>although</b> it was raining, <b>because</b> it fell on the floor (cause), <b>while</b> we were asleep, <b>after</b> the tests ended (time)</i></li> </ul>						
<ul style="list-style-type: none"> <li>• use of adverbs to express time, place and cause <i>e.g. <b>then</b> it was all over, <b>soon</b> he will disappear (time), he ran <b>away</b>, it shot <b>out</b> (place), <b>therefore</b> he could not stay (cause)</i></li> </ul>						
<ul style="list-style-type: none"> <li>• some use of prepositions to express time, place and cause <i>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)</i></li> </ul>						
<ul style="list-style-type: none"> <li>• using mostly correctly:</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>capital letters</td></tr> <tr><td>full stops</td></tr> <tr><td>question marks</td></tr> <tr><td>exclamation marks</td></tr> <tr><td>commas for lists</td></tr> </table>	capital letters	full stops	question marks	exclamation marks	commas for lists
capital letters						
full stops						
question marks						
exclamation marks						
commas for lists						



# Writing Assessment Criteria EYFS - Year 6

## Year 3 Expected (continued)

	apostrophes for contraction
	apostrophes to mark singular possession in nouns
<ul style="list-style-type: none"> <li>some use of:</li> </ul>	inverted commas to punctuate direct speech
<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 words with contracted forms</li> </ul>	
<ul style="list-style-type: none"> <li>adding prefixes to spell some words correctly in their writing <i>e.g. 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 <i>e.g. ly, ed, ing, ness, ment, ful</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with <i>-ous</i> suffix <i>e.g. poisonous, enormous, humorous, courageous, serious</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with /shun/ ending <i>e.g. ation, cian, sion, tion, ssion,</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with <i>-ture</i> or <i>-sure</i> endings <i>e.g. treasure, pleasure, puncture, picture</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with <i>ch</i> for /k/ sound <i>e.g. chemist, echo</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with <i>ch</i> for /sh/ sound <i>e.g. chef, machine</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with <i>gue</i> for /g/ sound <i>e.g. league, tongue</i> and <i>que</i> for /k/ sound <i>e.g. antique, unique</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with <i>sc</i> for /s/ sound <i>e.g. science, fascinate, scenic</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with <i>ei, eigh</i> or <i>ey</i> for /ae/ sound <i>e.g. vein, reign, neighbour, they, obey</i></li> </ul>	
<ul style="list-style-type: none"> <li>use of the correct homophone in their writing mostly correct (the most common) – <i>their/there/they're, to/two/too</i></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>spelling some words correctly from year 3 and 4 appendix 1 – statutory word list</li> </ul>	
	<ul style="list-style-type: none"> <li>using the diagonal and horizontal strokes needed to join letters in most of their</li> </ul>
	writing



## Writing Assessment Criteria EYFS - Year 6

### Year 3 Greater Depth

#### 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

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- producing joined, legible handwriting in most of their writing



## Writing Assessment Criteria EYFS - Year 6

### Year 4 Working Towards

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 expanded noun phrases to describe and specify by:</li> </ul>	<ul style="list-style-type: none"> <li>addition of modifying adjectives <i>e.g. the extreme weather, some strange business</i></li> </ul>
	<ul style="list-style-type: none"> <li>addition of modifying nouns <i>e.g. the adult women, a grammar strength</i></li> </ul>
	<ul style="list-style-type: none"> <li>addition of preposition phrases <i>e.g. 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 the present and past progressive form mostly correctly <i>e.g. I was deciding, We were breathing.</i></li> </ul>	
<ul style="list-style-type: none"> <li>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 <i>e.g. <b>although</b> it was raining, <b>because</b> it fell on the floor (cause), <b>while</b> we were asleep, <b>after</b> the tests ended (time)</i></li> </ul>	
<ul style="list-style-type: none"> <li>use of adverbs to express time, place and cause <i>e.g. <b>then</b> it was all over, <b>soon</b> he will disappear (time), he ran <b>away</b>, it shot <b>out</b>, (place), <b>therefore</b> he could not stay (cause)</i></li> </ul>	
<ul style="list-style-type: none"> <li>some use of prepositions to express time, place and cause <i>e.g. <b>before</b> midnight, <b>after</b> tea (time), <b>under</b> the tree, <b>down</b> the street (place)</i></li> </ul>	



## Writing Assessment Criteria EYFS - Year 6

### Year 4 Working Towards (continued)

<u><i>because of the rain (cause)</i></u>	
<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> </ul>
	<ul style="list-style-type: none"> <li>noun phrase – <i>Last night..., Early this morning..., Many people...</i></li> </ul>
	<ul style="list-style-type: none"> <li>preposition phrase – <i>In years to come ..., Since this morning ..., Because of the rain..., After the tests ...</i></li> </ul>
	<ul style="list-style-type: none"> <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>	capital letters
	full stops
	question marks
	exclamation marks
	commas for lists
	apostrophes for contraction
<ul style="list-style-type: none"> <li>some correct use of:</li> </ul>	apostrophes to mark singular possession in nouns
	inverted commas to punctuate direct speech
	apostrophes to mark plural possession
	commas for fronted adverbials (if appropriate)
	punctuation within direct speech
<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 <i>e.g. 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 <i>e.g. ly, ed, ing, ness, ment, ful</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with –ous suffix <i>e.g. poisonous, enormous, humorous, courageous, serious</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words with /shun/ ending <i>e.g. ation, cian, sion, tion, ssion,</i></li> </ul>	



## Writing Assessment Criteria EYFS - Year 6

### Year 4 Working Towards (continued)

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|---|
| <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>   |



## Writing Assessment Criteria EYFS - Year 6

### Year 4 Expected

The pupil can:	
<ul style="list-style-type: none"> <li>write for a range of purposes and audiences , showing awareness of the reader</li> </ul>	
<ul style="list-style-type: none"> <li>using paragraphs to organise ideas around a theme</li> </ul>	
<ul style="list-style-type: none"> <li>in narratives, describe characters and settings</li> </ul>	
<ul style="list-style-type: none"> <li>using headings and sub-headings to organise non-narrative texts</li> </ul>	
<ul style="list-style-type: none"> <li>using a variety of expanded noun phrases to describe and specify by:</li> </ul>	<ul style="list-style-type: none"> <li>addition of modifying adjectives <i>e.g. the extreme weather, some strange business</i></li> </ul>
	<ul style="list-style-type: none"> <li>addition of modifying nouns <i>e.g. the adult women, a grammar strength</i></li> </ul>
	<ul style="list-style-type: none"> <li>addition of preposition phrases <i>e.g. the women outside the school, the extreme weather on the island</i></li> </ul>
<ul style="list-style-type: none"> <li>some use of expanded noun phrases that combine different additional modifiers <i>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</i></li> </ul>	
<ul style="list-style-type: none"> <li>use of dialogue to convey character and advance the action</li> </ul>	
<ul style="list-style-type: none"> <li>selecting vocabulary that fits the purpose of the writing mostly correctly</li> </ul>	
<ul style="list-style-type: none"> <li>using present and past verb forms mostly correctly and consistently</li> </ul>	
<ul style="list-style-type: none"> <li>using a range of subordinating conjunctions, adverbs and prepositions within and across sentences.</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> </ul>
	<ul style="list-style-type: none"> <li>noun phrase – <i>Last night..., Early this morning..., Many people...</i></li> </ul>
	<ul style="list-style-type: none"> <li>preposition phrase – <i>In years to come ..., Since this morning ..., Because of the rain..., After the tests ...</i></li> </ul>



## Writing Assessment Criteria EYFS - Year 6

### Year 4 Expected (continued)

	subordinate clause – <i>Since he left the school ...</i> , <i>When she arrived home ...</i> , <i>Because he was tired ...</i>
<ul style="list-style-type: none"> <li>using the full range of punctuation taught at key stage 1 mostly correctly</li> </ul>	
<ul style="list-style-type: none"> <li>using mostly correctly:</li> </ul>	inverted commas to punctuate direct speech
	apostrophes to mark plural possession
	commas for fronted adverbials (if appropriate)
	punctuation within direct speech
<ul style="list-style-type: none"> <li>spelling most words correctly from year 3 and 4 appendix 1 – statutory word list</li> </ul>	
<ul style="list-style-type: none"> <li>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></li> </ul>	
<ul style="list-style-type: none"> <li>adding suffixes to spell words mostly correctly, including –ous</li> </ul>	
<ul style="list-style-type: none"> <li>spelling most words correctly with /shun/ ending e.g. <i>ation, cian, sion, tion, ssion,</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling most 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 most words correctly with ch for /k/ sound e.g. <i>chemist, echo</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling most words correctly with ch for /sh/ sound e.g. <i>chef, machine</i></li> </ul>	
<ul style="list-style-type: none"> <li>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></li> </ul>	
<ul style="list-style-type: none"> <li>spelling most words correctly with sc for /s/ sound e.g. <i>science, fascinate, scenic</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling most 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 (the most common) – their/there/they're, to/two/too</li> </ul>	
<ul style="list-style-type: none"> <li>use of further homophones from the year 3 and 4 appendix 1, mostly correct</li> </ul>	
<ul style="list-style-type: none"> <li>spelling words with plurals and possessive –s, mostly correct</li> </ul>	
<ul style="list-style-type: none"> <li>producing joined, legible handwriting in most of their writing</li> </ul>	



## Writing Assessment Criteria EYFS - Year 6

### Year 4 Greater Depth

#### The pupil can:

- write for a range of purposes and audiences, selecting language that shows awareness of the reader
- using a variety of expanded noun phrases to describe and specify
- use of expanded 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*
- 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



## Writing Assessment Criteria EYFS - Year 6

### Year 5 Working Towards

The pupil can:	
<ul style="list-style-type: none"> <li>write for a range of purposes and audiences, showing awareness of the reader</li> </ul>	
<ul style="list-style-type: none"> <li>using paragraphs to organise ideas around a theme</li> </ul>	
<ul style="list-style-type: none"> <li>in narratives, describe characters and settings</li> </ul>	
<ul style="list-style-type: none"> <li>using headings and sub-headings to organise non-narrative texts</li> </ul>	
<ul style="list-style-type: none"> <li>using a variety of expanded noun phrases to describe and specify by:</li> </ul>	<ul style="list-style-type: none"> <li>addition of modifying adjectives <i>e.g. the extreme weather, some strange business</i></li> </ul>
	<ul style="list-style-type: none"> <li>addition of modifying nouns <i>e.g. the adult women, a grammar strength</i></li> </ul>
	<ul style="list-style-type: none"> <li>addition of preposition phrases <i>e.g. the women outside the school, the extreme weather on the island</i></li> </ul>
<ul style="list-style-type: none"> <li>some use of expanded noun phrases that combine different additional modifiers <i>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</i></li> </ul>	
<ul style="list-style-type: none"> <li>use of dialogue to convey character and advance the action</li> </ul>	
<ul style="list-style-type: none"> <li>selecting vocabulary that fits the purpose of their writing mostly correctly</li> </ul>	
<ul style="list-style-type: none"> <li>using different verb forms mostly correctly and consistently</li> </ul>	
<ul style="list-style-type: none"> <li>some use of modal verbs appropriately to indicate degrees of possibility <i>e.g. might, should, would</i></li> </ul>	
<ul style="list-style-type: none"> <li>some use of adverbs appropriately to indicate degrees of possibility <i>e.g. perhaps, obviously, certainly, possibly</i></li> </ul>	
<ul style="list-style-type: none"> <li>using a range of subordinating conjunctions, adverbs and prepositions within and across sentences</li> </ul>	



# Writing Assessment Criteria EYFS - Year 6

## Year 5 Working Towards (continued)

<ul style="list-style-type: none"> <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> </ul>
	<ul style="list-style-type: none"> <li>noun phrase – <i>Last night..., Early this morning..., Many people...</i></li> </ul>
	<ul style="list-style-type: none"> <li>preposition phrase – <i>In years to come ..., Since this morning ..., Because of the rain..., After the tests ...</i></li> </ul>
	<ul style="list-style-type: none"> <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> </ul>	
<ul style="list-style-type: none"> <li>using mostly correctly:</li> </ul>	inverted commas to punctuate direct speech
	apostrophes to mark plural possession
	commas for fronted adverbials (if appropriate)
	punctuation within direct speech
<ul style="list-style-type: none"> <li>some correct use of:</li> </ul>	commas for clarity
	punctuation for parenthesis (brackets/dashes/commas)
<ul style="list-style-type: none"> <li>spelling most words correctly from year 3 and 4 appendix 1 – statutory word list</li> </ul>	
<ul style="list-style-type: none"> <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> </ul>	
<ul style="list-style-type: none"> <li>adding suffixes to spell words mostly correctly from year 3 and 4 appendix 1</li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with –cious, –tious, -tial or -cial ending</li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with –ant, -ance/-ancy, -ent, -ence/-ency</li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with –able, -ible, -ably and –ibly</li> </ul>	
<ul style="list-style-type: none"> <li>spell some words correctly with ei after c e.g. <i>deceive, ceiling, perceive</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with ough letter string e.g. <i>thorough, thought, rough, plough</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words with silent letters e.g. <i>island, doubt, climb</i></li> </ul>	
<ul style="list-style-type: none"> <li>use of the correct homophone in their writing (the most common) – their/there/they're, to/two/too</li> </ul>	
<ul style="list-style-type: none"> <li>use of further homophones from the year 3 and 4 appendix 1 mostly correctly</li> </ul>	
<ul style="list-style-type: none"> <li>spelling words with plurals and possessive –s, mostly correct</li> </ul>	
<ul style="list-style-type: none"> <li>producing joined, legible handwriting in most of their writing</li> </ul>	



## Writing Assessment Criteria EYFS - Year 6

### Year 5 Expected

#### 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 expanded noun phrases to describe and specify
- use of expanded 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*
- selecting some vocabulary that reflects the level of formality required
- selecting some grammatical structures that reflect the level of formality required
- using different verb forms correctly and consistently
- using modal verbs mostly appropriately to indicate degrees of possibility e.g. *might, should, would*
- 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



## Writing Assessment Criteria EYFS - Year 6

### Year 5 Expected (continued)

	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. <i>deceive, ceiling, perceive</i>
•	spelling many words correctly with ough letter string e.g. <i>thorough, thought, rough, plough</i>
•	spelling many words with silent letters e.g. <i>island, doubt, climb</i>
•	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



## Writing Assessment Criteria EYFS - Year 6

### Year 5 Greater Depth

#### 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 expanded noun phrases effectively to add detail, qualification and precision
- 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



## Writing Assessment Criteria EYFS - Year 6

### Year 6 Working Towards

#### The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for list and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/ year 6 spelling list
- write legibly



## Writing Assessment Criteria EYFS - Year 6

### Year 6 Expected

#### The pupil can:

- 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed



## Writing Assessment Criteria EYFS - Year 6

### Year 6 Greater Depth

#### The pupil can:

- 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)
- 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
- 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

(No additional statements for spelling or handwriting)