

<b>ASSESSMENT CRITERIA WRITING STAGE 1</b>	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<b>Transcription: Spelling</b>						
1. Spell words containing each of the 40+ phonemes already taught ( <i>Sp St 1; GH St 1</i> )						
2. Spell common exception words ( <i>KW 1:1-1:3</i> )						
3. Spell the days of the week ( <i>GH 1:1</i> )						
4. Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound ( <i>Sp St 1; GH 1:2,3</i> )						
5. Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs ( <i>Sp 1:27; GH 1:4,5</i> )						
6. Use the prefix un- ( <i>Sp 1:30; GH 1:6</i> )						
7. Use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words ( <i>Sp 1:28,29; GH 1:7-9</i> )						
8. Apply simple spelling rules and guidance from Stage 1 ( <i>Sp St 1; GH St 1:10-13</i> )						
9. Write from memory simple dictated sentences inc the words taught so far ( <i>Sp St 1; GH St 1</i> )						
<b>Transcription: Handwriting</b>						
10. Sit correctly at a table, hold a pencil comfortably and correctly						
11. Begin to form lower-case letters in the correct direction, starting and finishing in the right place						
12. Form capital letters and digits 0 – 9						
13. Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) ( <i>GH 1:14</i> )						
<b>Writing: Composition</b>						
14. Write sentences: saying out loud what they are about to write and composing a sentence orally before writing it						
15. Write sentences: sequencing sentences to form short narratives						
16. Write sentences: re-reading what they have written to check that it makes sense						
17. Discuss what they have written with the teacher or other pupils						
18. Read aloud their writing clearly enough to be heard by their peers and the teacher						
<b>Writing: Vocabulary, Grammar and Punctuation</b>						
19. Leave spaces between words						
20. Joining words and clauses using <i>and</i> ( <i>GH 1:15,16</i> )						
21. Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark ( <i>GH 1:17-20</i> )						
22. Use capital letters for names of people, places, days of the week, personal pronoun ‘I’ ( <i>GH 1:19,20</i> )						
23. Learn how to use Y1 Grammar: ( <i>GH St 1</i> )						
24. Use the grammatical terminology for Stage 1 in discussing their writing ( <i>GH St 1</i> )						

ASSESSMENT CRITERIA WRITING STAGE 1	GREATER DEPTH	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<b>Transcription: Spelling</b>							
1. To spell simple compound words.							
<b>Transcription: Handwriting</b>							
<b>Writing: Composition</b>							
To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.							
To use a number of features of different text types.							
To reread their writing to check it makes sense and <b>independently</b> make changes.							
To use adjectives to describe-sometimes ambitious and beyond the year group.							
<b>Writing: Vocabulary, Grammar and Punctuation</b>							
To use simple and compound sentence structures.							

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To use simple and compound sentence structures.							

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<b>Writing: Vocabulary, Grammar and Punctuation</b>							
To use simple and compound sentence structures.							

ASSESSMENT CRITERIA WRITING STAGE 2	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<b>Transcription: Spelling</b>						
1. Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly						
2. Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling inc a few common homophones ( <i>Sp 2:1-20, GH 2:3,4</i> )						
3. Spell common exception words ( <i>KW 2:1-2:3</i> )						
4. Spell more words with contracted forms and the possessive apostrophe (singular) ( <i>Sp 2:7-9; GH 2:1,2</i> )						
5. Distinguish between homophones and near homophones ( <i>Sp 2:17-20; GH 2:3,4</i> )						
6. Add suffixes to spell longer words e.g. –ment, –ness, –ful, –less, –ly ( <i>Sp 2:27-30; GH 2:5,6</i> )						
7. Apply spelling rules and guidelines for Stage 2 ( <i>Sp St 2; GH St 2</i> )						
8. Write from memory simple dictated sentences including the words and punctuation taught so far ( <i>Sp St 2; GH St 2</i> )						
<b>Transcription: Handwriting</b>						
9. Form lower-case letters to the correct size relative to one another						
10. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined						
11. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters						
12. Use spacing between words that reflects the size of the letters						
<b>Writing: Composition</b>						
13. Develop positive attitudes towards and stamina for writing by: <i>writing narratives about personal experiences (real and fiction); real events; poetry and writing for different purposes</i>						
14. Consider what they are going to write by: <i>planning/saying what they are going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence</i>						
15. Make simple additions, revisions and corrections to their writing by: <i>evaluating writing with others; re-reading to check that it makes sense; proof-reading spelling, grammar, punct</i>						
16. Read aloud what they have written with appropriate intonation to make the meaning clear						
<b>Writing: Vocabulary, Grammar and Punctuation</b>						
17. Learn how to use correctly: full stops, capital letters, exclamation/question marks, commas for lists, apostrophe for contracted forms/possessive (singular) ( <i>GH 2:1,2,11-14; Sp 2:7,8</i> )						
18. Learn how to use sentences with different forms: statement, question, exclamation, command ( <i>GH 2:15</i> )						
19. Learn how to use expanded noun phrases to describe and specify ( <i>GH 2:19</i> )						
20. Learn how to use the present and past tenses correctly and consistently including in the progressive form ( <i>GH 2:20,21; Sp 2:24, 2:26</i> )						
21. Learn how to use subordination using <i>when, if, that, because</i> and co-ordination using <i>or, and, but</i> ( <i>GH 2:23,24</i> )						
22. Learn how to use Y2 Grammar: using suffixes to form nouns ( <i>-ness, -er</i> ); adjectives ( <i>-ful, -less</i> ) and adverbs ( <i>-ly</i> ) ( <i>Sp 2:21-2:30; GH St 2</i> )						
23. Learn how to use some features of written Standard English ( <i>GH St 2</i> )						
24. Use and understand the grammatical terminology for Stage 2 ( <i>GH St 2; Sp St 2,</i> )						

ASSESSMENT CRITERIA WRITING STAGE 3	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<b>Transcription: Spelling</b>						
1. Use further prefixes and suffixes and understand how to add them ( <i>Sp 3:1-10; GH 3:1,2</i> )						
2. Spell further homophones ( <i>Sp 3:17-20; GH 3:3,4</i> )						
3. Spell words that are often misspelt ( <i>KW 3:1-3:3; GH 3:5,6</i> )						
4. Use the first two or three letters of a word to check its spelling in a dictionary ( <i>GH 3:7,8</i> )						
5. Write from memory simple sentences that include words and punctuation taught so far ( <i>Sp St 3; GH St 3</i> )						
<b>Transcription: Handwriting</b>						
6. Use the diagonal and horizontal strokes that are needed to join letters						
7. Increase the legibility, consistency and quality of their handwriting ( <i>by ensuring that the downstrokes of letters are parallel and equidistant</i> )						
<b>Writing: Composition</b>						
8. Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar ( <i>text type prompts and plans LKS2</i> )						
9. Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures ( <i>pupil prompts LKS2, GH 3:9-11</i> )						
10. Organise paragraphs around a theme ( <i>text type prompts and plans LKS2</i> )						
11. In narratives, create settings, characters and plot ( <i>text type prompts and plans LKS2</i> )						
12. In non-narrative material, using simple organisational devices such as headings and sub-headings ( <i>text type prompts and plans LKS2</i> )						
13. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements ( <i>'up-stage' prompts LKS2</i> )						
14. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ( <i>'up-stage' prompts LKS2</i> )						
15. Proof-read for spelling and punctuation errors ( <i>'up-stage' prompts LKS2</i> )						
16. Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.						
<b>Writing: Vocabulary, Grammar and Punctuation</b>						
17. Extend the range of sentences with more than one clause by using a wider range of conjunctions <i>e.g. when, if, because, although</i> ( <i>GH 3:10,11,16,21</i> )						
18. Use the perfect form of verbs in contrast to the past tense ( <i>GH 3:12-15</i> )						
19. Use conjunctions, adverbs and prepositions to express time and cause ( <i>GH 3:16-18</i> )						
20. Y3 Grammar: formation of nouns using a range of prefixes, use of a/an, word families ( <i>GH 3:19,20</i> )						
21. Begin to identify main and subordinate clauses ( <i>GH 3:21</i> )						
22. Indicate possession by using the possessive apostrophe with singular nouns and regular plurals ( <i>GH 3:22,23</i> )						
23. Use inverted commas to punctuate direct speech ( <i>GH 3:24,25</i> )						
24. Use and understand the grammatical terminology for Stage 3 ( <i>Sp St 3; GH St 3</i> )						



ASSESSMENT CRITERIA WRITING STAGE 4	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<b>Transcription: Spelling</b>						
1. Use further prefixes and suffixes and understand how to add them ( <i>Sp 4:1-4:10; GH 4:1,2</i> )						
2. Spell further homophones ( <i>Sp 4:19-4:20; GH 4:3,4</i> )						
3. Spell words that are often misspelt ( <i>KW 4:1-4:3; GH 4:5,6</i> )						
4. Use the first two or three letters of a word to check its spelling in a dictionary ( <i>GH 4:7,8</i> )						
5. Write from memory simple sentences that include words and punctuation taught so far ( <i>Sp St 4, GH St 4</i> )						
<b>Transcription: Handwriting</b>						
6. Understand which letters, when adjacent to one another, are best left unjoined						
7. Increase the legibility, consistency and quality of their handwriting ( <i>lines of writing are spaced so that ascenders and descenders of letters do not touch</i> )						
<b>Writing: Composition</b>						
8. Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar ( <i>text type prompts and planning scaffolds LKS2</i> )						
9. Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures ( <i>pupil prompts LKS2; GH 4:9-11</i> )						
10. Organise paragraphs around a theme ( <i>text type prompts, planning scaffolds LKS2</i> )						
11. In narratives, create settings, characters and plot ( <i>text type prompts and plans LKS2</i> )						
12. In non-narrative material, using simple organisational devices such as headings and sub-headings ( <i>text type prompts and planning scaffolds LKS2</i> )						
13. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements ( <i>'up-stage' prompts LKS2</i> )						
14. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ( <i>'up-stage' prompts LKS2</i> )						
15. Proof-read for spelling and punctuation errors ( <i>'up-stage' prompts LKS2</i> )						
16. Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.						
<b>Writing: Vocabulary, Grammar and Punctuation</b>						
17. Extend the range of sentences with more than one clause by using a wider range of conjunctions, adverbs or prepositions ( <i>GH 4:10-13,16,17,21</i> )						
18. Choose nouns or pronouns appropriately for clarity & cohesion & to avoid repetition <i>e.g. Harry (the noun) is appropriately replaced by the pronoun 'he', 'him', 'his' etc</i> ( <i>GH 4:14,15</i> )						
19. Use conjunctions, adverbs and prepositions to express time and cause ( <i>GH 4:16,17</i> )						
20. Y4 Grammar: plural and possessive –s, verb inflections ( <i>GH 4:18,19</i> )						
21. Use fronted adverbials followed by commas ( <i>GH 4:20,21</i> )						
22. Indicate possession by using the possessive apostrophe with plural nouns ( <i>Sp 4:15,16; GH 4:22,23</i> )						
23. Use and punctuate direct speech using inverted commas and other punctuation: a comma after the reporting clause, end punctuation within inverted commas ( <i>GH 4:24,25</i> )						
24. Use and understand the grammatical terminology for Stage 4 ( <i>Sp St 4; GH St 4</i> )						



ASSESSMENT CRITERIA WRITING STAGE 5	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<b>Transcription: Spelling</b>						
1. Use further prefixes and suffixes and understand the guidance for adding them ( <i>Sp 5:1-11; GH 5:1,2</i> )						
2. Spell some words with silent letters ( <i>Sp 5:14-18; GH 5:3,4</i> )						
3. Continue to distinguish between homophones and other words which are often confused ( <i>Sp 5:19,20; GH 5:5,6</i> )						
4. Use dictionaries to check the spelling and meaning of words ( <i>GH 5:7</i> ) and use a thesaurus						
5. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ( <i>GH 5:8,9</i> )						
<b>Transcription: Handwriting</b>						
6. Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters						
7. Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task						
<b>Writing: Composition</b>						
8. Plan their writing by: identifying the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models ( <i>e.g. text type prompts &amp; scaffolds</i> )						
9. Plan their writing by: noting and developing initial ideas drawing on reading and research where necessary ( <i>e.g. planning scaffolds UKS2</i> )						
10. Draft and write by: selecting appropriate grammar and vocabulary ( <i>pupil prompts UKS2</i> )						
10b. In narratives begin to use description to show/ create atmosphere.						
11. Draft and write by: using a range of devices to build cohesion within paragraphs ( <i>e.g. pupil prompts UKS2; GH 5:10,11</i> )						
12. Draft and write by: using further organisational and presentational devices to structure text and to guide the reader ( <i>e.g. text type prompts UKS2; GH 5:12,13</i> )						
13. Evaluate and edit by: assessing the effectiveness of their own writing ( <i>e.g. 'up-stage' prompts UKS2</i> )						
14. Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects ( <i>e.g. 'up-stage' prompts UKS2</i> )						
15. Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing ( <i>e.g. 'up-stage' prompts UKS2; GH 5:14,15</i> )						
16. Evaluate & edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing ( <i>'up-stage' prompts UKS2; GH 5:16,17</i> )						
17. Proof-read for spelling and punctuation errors ( <i>e.g. 'up-stage' prompts UKS2</i> )						
<b>Writing: Vocabulary, Grammar and Punctuation</b>						
18. Use the perfect form of verbs to mark relationships of time and cause ( <i>GH 5:18,19</i> )						
19. Use expanded noun phrases to convey complicated information concisely ( <i>GH 5:20,21</i> )						
20. Use modal verbs or adverbs to indicate degrees of possibility ( <i>GH 5:22</i> )						
21. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ( <i>GH 5:23</i> )						
22. Use commas to clarify meaning or avoid ambiguity in writing ( <i>GH 5:24</i> )						
23. Use brackets, dashes or commas to indicate parenthesis ( <i>GH 5:25</i> )						
24. Learn the grammar for St 5. Use & understand the St 5 grammatical terminology ( <i>GH St 5</i> )						



<b>ASSESSMENT CRITERIA WRITING STAGE 6</b>	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6
<b>Transcription: Spelling</b>						
1. Use further prefixes and suffixes and understand the guidelines for adding them ( <i>Sp 6:1, 7-9, 11-20; GH 6:1,3</i> )						
2. Distinguish between homophones and other words which are often confused ( <i>Sp 6:2; GH 6:2</i> )						
3a. Use knowledge of morphology and etymology in spelling and understand that some spellings need to be learnt specifically ( <i>Sp 6:7-10; GH 6:3,4</i> )						
3b. Spelling most words correctly (Year 5/6 specific words)						
4. Use dictionaries to check the spelling and meaning of words ( <i>GH 6:2-5</i> )						
5. Use a thesaurus ( <i>GH:6:6,7</i> )						
<b>Transcription: Handwriting</b>						
6. Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task						
<b>Writing: Composition</b>						
7. Plan writing by: identifying the audience & purpose of the writing, selecting the appropriate form & using other similar writing as models for their own ( <i>text type prompts UKS2</i> )						
8. Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary ( <i>text type prompts, planning scaffolds UKS2</i> )						
9. Plan their writing by: in narratives considering how authors have developed characters and settings in what they have read, listened to or seen performed						
10. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.						
11. Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action						
12. Draft and write by: précising longer passages ( <i>GH 6:8,9</i> )						
13. Draft and write by: using a wide range of devices to build cohesion within and across sentences and paragraphs ( <i>text type prompts, pupil prompts UKS2; GH 6:10,11</i> )						
14. Evaluate and edit by: assessing the effectiveness of their own and others' writing ( <i>'up-stage' prompts UKS2</i> )						
15. Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ( <i>'up-stage' prompts UKS2</i> )						
16. Evaluate & edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing ( <i>'up-stage' prompts UKS2; GH 6:15,16</i> )						
17. Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear						
<b>Writing: Vocabulary, Grammar and Punctuation</b>						
18. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ( <i>GH 6:14</i> )						
18b. Use a wide range of clause structures, sometimes varying their position within the sentences						
18c. Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision						
19a. Use passive verbs to affect the presentation of information in a sentence ( <i>GH 6:15,16</i> )						
19b. Use modal verbs.						
20. Use hyphens to avoid ambiguity ( <i>Sp 6:1-3; GH 6:17,18</i> )						
21a. Use semi-colons ( <i>GH 6:19</i> ), colons or dashes ( <i>GH 6:20</i> ) to mark boundaries between independent clauses and a colon to introduce a list ( <i>GH 6:21</i> )						
21b. Use brackets, dashes or commas to indicate parenthesis ( <i>GH 5:25</i> )						
21c. Use inverted commas mostly correctly.						
22. Punctuating bullet points consistently						
23. Use ellipses ( <i>GH 6:23</i> )						
24. Learn the grammar and grammatical terminology for Stage 6: <i>formal and informal speech and writing, synonyms and antonyms (GH St6, 6:14,24,25)</i>						