

EYFS Writing Assessment

Emerging 40-60Months	WT1. Gives meaning to marks they make as they draw write and paint (Can be a picture, or marks which the children have drawn/ written- and they can give meaning and explain the marks made)
	WT2. Begins to break the flow of speech into words (child verbalises sentences/ captions/ phrases before writing)
	WT3. Continues a rhyming string
	WT4. Hears and says initial sounds in words (children can write words using initial sounds)
	WT5. Can segment sounds in simple words and blend them together (verbally and written)
	WT6. Links sounds to letters – naming and sounding letters of the alphabet
	WT7. Uses some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence
	WT8. Writes own name
	WT9. Writes captions and labels
	WT10. Attempts to write short sentences in meaningful contexts.
Early Learning Goal Expected	EX1. Use phonic knowledge to write words in way that match their spoken sounds
	EX2. Write some irregular common words
	EX3. Write simple sentences that can be read by themselves and others
	EX4. Some words are spelt correctly others are phonetically plausible
	EX5. Some use of finger spaces
	EX6. Letters formed in a cursive font (un-joined)
	EX7. Children can spell phonetically regular words of more than 1 syllable
	EX8. Some use of capital letters
	EX9. Some use of full
	EX10. Finger spaces
Greater Depth Exceeding	GD1. Spell many irregular HFW (Tricky words – Phase 2,3 – Y1 CEW)
	GD2. Use key features of narrative in their own writing (once upon a time, the end, they lived happily ever after)
	GD3. Writing may have a clear beginning, middle and end
	GD4. Letters formed in a cursive and consistent font (un-joined)

Year 1 Writing Assessment

Working Towards the Expected Standard	WT1. To use their own simple story ideas or retell a familiar story using short, simplistic sentences.		
	WT2. To reread their writing aloud to check that it makes sense		
	WT3. To use adjectives that have been modelled.		
	WT4. To use simple sentence structures (which may often be repetitive).		
	WT5. Capital letters for names, places, the days of the week and the personal pronoun 'I'.		
	WT6. Finger spaces.		
	WT7. Full stops to end sentences.		
	WT8. To spell some words containing previously taught phonemes and GPCs accurately		
	WT9. To spell some Y1 common exception words accurately (from English Appendix 1).		
	WT10. To write lower case letters in the correct direction, starting and finishing in the right place.		
Working at the expected Standard	EX1. To write sentences in order to create short narratives and non-fiction texts.		
	EX2. To use some features of different text types (although these may not be consistent).		
	EX3. To reread their writing to check that it makes sense and make suggested changes.		
	EX4. To use adjectives to describe.		
	EX5. To use simple sentence structures		
	EX6. To use the joining word (conjunction) 'and' to link ideas and sentences.		
	EX7. Some use of	Exclamation marks.	
		Question marks.	
	EX 8. To spell most words containing previously taught phonemes and GPCs accurately.		
	EX9. To Spell most common exception words		
	EX10. To use -s and -es to form regular plurals correctly.		
	EX11. To use the prefix 'un'.		
	EX12. To add the suffixes -ing, -ed, -er and -est to root words		
	EX13. To write lower case and capital letters in the correct direction, starting and finishing in the right place.		
EX14. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.			
Working greater depth	GD1. To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.		
	GD2. To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.		
	GD3. To reread their writing to check that it makes sense and independently make changes.		
	GD4. To use adjectives to describe (sometimes ambitious beyond the year group).		
	GD5. To use simple and compound sentence structures.		
	Consistently use correctly	GD6. Question marks	
		GD7. Exclamation marks	
		GD8. Capital letters for names, places, the days of the week and the personal pronoun 'I'.	
		GD9. Finger spaces.	
		GD10. Full stops to end sentences.	
		GD11. To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency	

Year 2- End of Key Stage 1 Statutory Assessment

Working towards the expected standard	WT1. Write sentences that are sequenced to form short narratives (real or fictional)	
	Some use of	WT2. Capital letters
		WT3. Full stops
	WT4. Segment spoken words into phonemes and represent graphemes, spelling some words correctly and making phonetically plausible attempts at others	
	WT5. Spell some common exception words	
	WT6. Form lower case letters in the correct direction, starting and finishing in the right place	
	WT7. Form lower case letters of the correct size relative to one another in some of their writing	
	WT8. Use spacing between words	
Working at the expected standard	EX1. Write simple and coherent narratives about personal experience and those of others (real or fictional)	
	EX2. Write about real events recording these simply and clearly	
	EX3. Use present and past tense correctly and consistently	
	EX4. Use coordination (and/ but/ or) and subordination (when/ if/ that/ because)	
	EX5. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others	
	EX6. Spell many common exception words	
	Demarcate most sentences with	EX7. Capital letters
		EX8. Full stops
		EX9. Question marks
	EX10. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	
	EX11. Use spacing between words that reflect the size of the letters	
Working greater depth	GD1. Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing	
	GD2. Make simple additions, revision and proof-reading corrections to their own writing	
	GD3. Use punctuation taught at KS1 mostly correctly	
	GD4. Spell most common exception words	
	GD5. Add suffixes to most words correctly in withier writing (-ment, -ful, -ness, -ly, -less)	
	GD6. Use diagonal and horizontal strokes needed to join some letters	

Year 3 Writing Assessment

Working towards the expected standard	WT1. To orally rehearse their ideas for writing and record their ideas using a modelled planning format	
	WT2. To demonstrate some understanding of purpose and audience	
	WT3. To use simple structure of a wide range of text types	
	WT4. To proof read their work for errors and make simple improvements with support	
	WT5. To make more ambitious words choices (may reflected modelled language from teacher)	
	WT6. Usually maintain the correct tense	
	Use full range of punctuation form other year groups including:	WT7. Full stops
		WT8. Capital letters
		WT9. Exclamation marks
		WT10. Questions marks
		WT11. Commas in a list
		WT12. Apostrophes for possession and contractions
		WT13. Inverted commas for direct speech
	WT14. To use a range of conjunctions	
	WT15. To spell some words with prefixes – ir –auto –in – dis- super – anti	
	WT16. To spell some words with suffixes –ly –ous – ation	
	WT17. To spell some year 3 common exception words	
	WT18. To use joined cursive writing	
Working at the expected standard	EX1. To begin to plan their own writing	
	EX2. To demonstrate an increase understanding of purpose and audience	
	EX3. To use the structure of a wide range of text types	
	EX4. Proof read theirs and others' work to check for errors and make improvements	
	EX5. To make ambitious word choices	
	EX6. To create setting, character and plot	
	EX7. To organise paragraphs into themes	
	EX8. To use subordinate clauses	
	EX9. To begin to use adverbs, prepositions to show time, place and cause	
	EX10. Use 'a' or 'an' correctly	
	EX11. To begin to spell homophones correctly – which witch	
Working greater depth	GD1. To plan and write with an understanding of purpose and audience	
	GD2. To make deliberate and ambitious words choices to add detail, effect and engage the reader	
	GD3. To maintain the correct tense (including present perfect)	
	GD4. To punctuate direct speech accurately	
	GD5. To use subordinate clauses sometimes changing the position of the subordinate clause	
	GD6. To use a range of coordinating and subordinating conjunctions	
	GD7. To spell many of the Year 3 common exception words	
	GD8. To use joined cursive handwriting	

Year 4 Writing Assessment

Working towards the expected standard	WT1. To use a consistent and appropriate structure in fiction and non-fiction
	WT2. To write narratives with a clear beginning, middle and end with a clear plot
	WT3. To proof read their own and others writing with growing confidence
	WT4. To create more detailed settings, characters and plot,
	WT5. To organise paragraphs around a theme
	WT6. To maintain tense throughout a piece of writing
	WT7. Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done
	WT8. Use fronted adverbials e.g. Later that day, I heard the bad news.
	WT9. Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	WT10. Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas
	WT11. Apostrophes for singular possession and plural possession
	WT12. Expanded noun phrases – modifying adjectives, and prepositions,
	WT13. To use pronouns to aid cohesions and avoid repetition
	WT14. To spell most words with prefixes/suffixes correctly
	WT15. To spell most homophones correctly
	WT16. To spell many common exception words
	WT17. To use neat joined cursive handwriting
Working at the expected standard	EX1. To write a range of narratives and non-fiction using a consistent and appropriate structure
	EX2. To proof rather own and others' work making clear and accurate amendments
	EX3. To create a more detailed setting, characters and plot to fully engage the reader
	EX3. To consistently organise paragraphs around a theme
	EX4. To maintain tense throughout a piece
	EX5. To use all necessary punctuation
	EX6. To use all punctuation from preceding year groups
	EX7. To use singular possession and plural possession apostrophes with accuracy
	EX8. To demarcate fronted adverbials with commas consistently.
	EX9. To use nouns and pronouns effectively to aid cohesion
	EX10. To spell all words with prefixes/suffixes correctly
EX11. To spell all homophones correctly	
Working at Greater Depth	GD1. To write narratives that well well structured and well paced
	GD2. To proof own and others' work making clear and accurate amendments consistently
	GD3. To create a more detailed setting, characters and plot to fully engage the reader consistently
	GD4. To consistently organise paragraphs around a theme and aid cohesion within paragraphs
	GD5. Always maintain tense
	GD6. Always use standard verb inflections accurately
	GD7. To use all punctuation consistently and accurately
	GD8. To use their knowledge of word families to aid spelling

Year 5 Writing Assessment

Working towards the expected standard	WT1. To write for a range of purposes and audiences	
	WT2. To select appropriate grammar and vocabulary to match the purpose	
	WT3. To describe the setting, characters and atmosphere with and awareness of the reader	
	WT4. To begin to use dialogue to convey character and action	
	WT5. Organisational and presentational devices to structure text and to guide the reader e.g. Headings, bullet points, underlining	
	WT6. To create paragraphs that are usually suitably linked (this may not be accurate)	
	WT7. To proof read their work and others to assess and make necessary corrections	
	WT8. Use the full range of punctuation from preceding year groups	
	WT9. Being to use commas to clarify meaning	
	WT10. Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly	
	WT11. Begin to experiment with relative clauses	
	WT12. Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must	
	WT13. Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify	
	WT14. To spell some words from Y5/6 word	
	WT15. To spell some complex homophones	
Working at the expected standard	EX1. To write for a range of purposes and audiences confidently select appropriate grammar and vocabulary to match the purpose	
	EX2. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (contracted forms, modal verbs, passive voice)	
	EX3. To describe the setting, characters and atmosphere to consistently engage the reader	
	EX4. To begin to use dialogue to convey character and action with increasing confidence	
	EX5. To begin to proof read to precise longer passages by removing unwanted repetition	
	EX6. To use commas to clarify meaning with increasing accuracy	
	EX7. Use devices to build cohesion within a paragraph consistently and accurately e.g. then, after that, this, firstly	
	EX8. To use relative clauses with relative pronoun	
	Parenthesis	EX9. Brackets
		EX10. Dashes
		EX11. Commas
	EX12. To spell many words from Y5/6 word	
	EX13. To spell many complex homophones	
	EX14. To use consistently joined handwriting	
Working at Greater Depth	GD1. To consistently produce stained and accurate writing from different narrative and nonfiction genres with appropriate structure	
	GD2. To describe characters, setting, and atmosphere with carefully chosen vocabulary to enhance the mood and clarify meaning	
	GD3. To regularly use integrated dialogue	
	GD4. Consistently link ideas with and across paragraphs	
	GD5. To use commas to clarify meaning and avoid ambiguity consistently	
	GD6. To use a wide range of words/phrases to link paragraphs with and across to aid cohesion	
	GD7. Wide range of adverbs and modal verbs	
	GD8. Spell most common exception words correctly	

Year 6- End of Key Stage 2 Statutory Assessment

Working towards the expected standard	WT1. Write for a range of purposes	
	WT2. Use paragraphs to organise ideas	
	WT3. In narratives, describe settings	
	WT4. In narratives describe characters	
	WT5. In non-narrative use simple devices to support the reader (Heading, subheading, bullet points)	
	Using mostly correctly	WT6. Capital letters
		WT7. Full stops
		WT8. Question marks
		WT9. Exclamation marks
		WT10. Commas for lists
		WT11. Apostrophes for contraction/possession
	WT12. Spelling most words correctly (year 3 and 4)	
	WT13. Spelling some words correctly (year 5 and 6)	
	WT14. Producing legible joined handwriting (at this standard there is no need for writing to be joined)	
Working at the expected standard	EX1. Write effectively for a range of audiences and purpose, selecting the language that sows awareness of reader (1 st person diary, direct address in persuasive writing)	
	EX2. In narratives, describe settings	
	EX3. In narratives describe characters	
	EX4. In narratives, describe atmosphere	
	EX5. Integrate dialogue in narratives to convey character and advance the action	
	Using mostly correctly	EX6. Inverted commas
		EX7. commas for clarity
		EX8. punctuation for parentheses
		EX9. Contracted forms
		EX10. Passive verbs
		EX11. Modal verbs
	Use a range of devices to build cohesion	EX11. Conjunctions
		EX12. Fronted adverbials
		EX13. Pronouns
		EX14. Synonyms
	EX15. Spelling most words correctly (year 5 and 6)	
	EX16. Use verb tenses consistently and correctly throughout their writing	
EX17. Maintaining legibility, fluency and speed in handwriting when writing at speed		

Working greater depth	GD1. 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 (literary language, characterisation, structure)	
	GD2. Distinguish between the language of speech and writing and choose the appropriate structure.	
	GD3. Exercise and assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this	
	Use range of punctuation taught at KS2 correctly (when necessary use punctuation precisely to enhance meaning and avoid ambiguity)	GD4. Semi- colons
		GD5. Colons
		GD6. Hyphens
		GD7. Dashes