



Writing

BAD Assessment Criteria

Milestones 1, 2 and 3



September 2019



Essential Objectives in Writing



Composition

- To write with purpose
- To use imaginative description
- To organise writing appropriately
- To use sentences appropriately
- To use paragraphs

Transcription

- To present neatly
- To spell correctly
- To punctuate accurately

Analysis

- To analyse writing
- To present writing



Milestone 1

Writing – Composition



| MILESTONE 1 | | | |
|--|---|---|---|
| Essential Objective: To write with purpose | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Use some of the characteristic features of the type of writing used. | A writing frame or structure provided by the teacher is used. | When reminders are provided (for example, in the form of success criteria), knowledge of characteristic features is used. | Knowledge of characteristic features is applied independently without prompts or guidance |

| MILESTONE 1 | | | |
|---|--|--|--|
| Essential Objective: To use imaginative description | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Use well-chosen adjectives to add detail. | There is an awareness of the terminology (noun, adjective, verb, pronoun and adverb). Writing may include some of the features listed. Structure and help may be required. | When reminders are provided, well chosen descriptive language is used. | A good range of descriptive language is used independently, without prompts or guidance. |
| Use names of people, places and things. | There is an awareness of the terminology (noun, adjective, verb, pronoun and adverb). Writing may include some of the features listed. Structure and help may be required. | When reminders are provided, well chosen descriptive language is used. | A good range of descriptive language is used independently, without prompts or guidance. |
| Use nouns and pronouns for variety | There is an awareness of the terminology (noun, adjective, verb, pronoun and adverb). Writing may include some of the features listed. Structure and help may be required. | When reminders are provided, well chosen descriptive language is used. | A good range of descriptive language is used independently, without prompts or guidance. |
| Use adverbs for extra detail. | There is an awareness of the terminology (noun, adjective, verb, pronoun and adverb). Writing may include some of the features listed. Structure and help may be required. | When reminders are provided, well chosen descriptive language is used. | A good range of descriptive language is used independently, without prompts or guidance. |

MILESTONE 1

Essential Objective: To organise writing appropriately

| KEY INDICATORS | BASIC | ADVANCING | DEEP |
|--|--|---|---|
| Re-read writing to check it makes sense. | There is an awareness of the need for Writing to make sense. When help is provided, writing is read and changes are made if necessary. | Writing generally makes sense to the Reader. | Writing is re-read and changed, if necessary, so that it makes sense to the reader. |
| Use the correct tenses. | Tenses are used inconsistently. | Tenses are generally used correctly. | Tenses are used correctly and consistently throughout. |
| Organise writing in line with its purpose. | When help and structure are provided, Writing is organised in line with its purpose | Writing is generally organised appropriately. | Writing has a clear organisational structure. Prompts & guidance not req. |

MILESTONE 1

Essential Objective: To use sentences appropriately

| KEY INDICATORS | BASIC | ADVANCING | DEEP |
|---|---|--|---|
| Sequence sentences to form a clear narrative. | When help or structure is provided, writing includes a number of related sentences. | When reminders are provided, writing includes a number of related sentences that flow and make sense as a short narrative. | Writing is fluent and includes a series of well-constructed sentences that engage the reader. |
| Join sentences with conjunctions and connectives. | When help or structure is provided, sentences are linked with conjunctions and connectives. | When reminders are provided, sentences are linked with a good range of conjunctions and connectives. | Sentences are linked with a good range of conjunctions and connectives. |
| Vary the way sentences begin. | When help or structure is provided, sentences begin with a range of words other than 'and' or 'then'. | When reminders and ideas are provided, sentences begin in a variety of ways. | Sentences begin in ways appropriate for the purpose of the writing and include imaginative variety. |

MILESTONE 1

Essential Objective: To use paragraphs

| KEY INDICATORS | BASIC | ADVANCING | DEEP |
|---------------------------------|---|---|---|
| Write about more than one idea. | When guides or prompts are provided, writing includes more than one idea or step. | When reminders are provided, ideas are split into paragraphs. | Writing is clearly organised into paragraphs that contain a definite theme. |
| Group related information. | When guides or prompts are provided, writing includes more than one idea or step. | Paragraphs contain clearly related information. | A number of themes are developed. |



Milestone 1

Writing – Transcription



| MILESTONE 1 | | | |
|--|--|---|--|
| Essential Objective: To present neatly | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Begin to form lower-case letters correctly and of consistent size. | When help and support are provided, some letters and digits are beginning to show correct formation. | Letters and digits are generally formed correctly and consistently. | Letters and digits are correctly formed, with a definite sense of control. |
| Form capital letters correctly and of consistent size. | When help and support are provided, some letters and digits are beginning to show correct formation. | Letters and digits are generally formed correctly and consistently. | Letters and digits are correctly formed, with a definite sense of control. |
| Form digits 0–9 correctly and of consistent size. | There may be inconsistencies in the size of letters. | Letters and digits are generally formed correctly and consistently. | Letters and digits are correctly formed, with a definite sense of control. |
| Begin to join some letters. | When help and support are provided, some letters are joined. | Some letters are joined. | Most letters are joined. |
| Use spacing between words that reflects the size of the letters | When help and support are provided, words are beginning to be spaced appropriately. | Words are usually spaced appropriately. | Words are spaced evenly and letters are well spaced both above and below the line. |

| MILESTONE 1 | | | |
|--|---|--|--|
| Essential Objective: To spell correctly | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Spell words containing 40+ learned phonemes. | When help is provided, some of the 40+ learned phonemes are applied in writing. | Most of the 40+ learned phonemes are applied correctly in writing. | Almost all simple words are spelled correctly. |

| | | | |
|---|--|---|---|
| Spell common exception words. | Some of the days of the week are attempted and the words 'said' and 'the' are sometimes written correctly. | Most of the common exception words are spelled correctly. | All common exception words are spelled correctly. |
| Add prefixes and suffixes. | Both -s and -es are beginning to be used for plurals. | Some prefixes (such as un-) and suffixes (such as -ing, -ed, -er, -ing, -er and -est) are used. | Writing includes a good range of prefixes and suffixes. |
| Use the possessive (singular) apostrophe. | Apostrophes may sometimes be used. | When reminders of the rules are provided, the possessive apostrophe is used correctly. | The possessive apostrophe is generally used correctly. |
| Distinguish between homophones and near-homophones. | Common homophones are sometimes confused and so misspelled. | Common homophones are generally distinguished and so spelled correctly | Common homophones are almost always spelled correctly. |

| MILESTONE 1 | | | |
|--|---|---|--|
| Essential Objective: To punctuate accurately | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Begin to use a capital letter for the names of people, places, the days of the week and I. | When word banks and reminders are provided, capital letters are beginning to be used appropriately. | When reminders are provided, capital letters are generally used appropriately. | Capital letters are used consistently and appropriately. |
| Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. | When help or structure is provided, full stops and capital letters are beginning to be used. Other punctuation is used in structured activity that is designed to practise these marks. | When reminders are provided, most sentences are punctuated and include a range of punctuation. Apostrophes for the contracted form of words are generally used correctly. | Punctuation is accurate. Apostrophes for the contracted form of words are understood and used correctly. |
| Use subordination (when, if, that, because). | When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences | Subordination and coordination are generally used in writing | Subordination and coordination are used effectively to give extra meaning and clarity to writing. |
| Use coordination (or, and, but). | When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences. | Subordination and coordination are generally used in writing | Subordination and coordination are used effectively to give extra meaning and clarity to writing. |



Milestone 1



Writing – Analysis and Presentation

| MILESTONE 1 | | | |
|---|--|--|--|
| Essential Objective: To analyse writing | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Use and understand grammatical terminology in discussing writing: Year 1: Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. | When help is provided, some of the terminology listed is beginning to be used correctly. | When reminders are provided, most of the terminology listed is used correctly. | A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing. |
| Use and understand grammatical terminology in discussing writing: Year 2: Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. | Some of the features listed can be identified in questions about writing. | Most of the features listed can be identified in questions about writing. | A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing. |

| MILESTONE 1 | | | |
|---|--|--|--|
| Essential Objective: To present writing | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Read aloud clearly enough to be heard by peers and the teacher. | When support and encouragement are given, reading aloud is audible to others. | When reminders are provided, reading aloud is clear and audible to others. | Reading aloud is confident and fluent. |
| Read aloud with some intonation. | When support and encouragement are given, there is some intonation when reading aloud. | There is generally good intonation. | There is good control and intonation. |



Milestone 2

Writing – Composition

| MILESTONE 2 | | | |
|---|---|---|--|
| Essential Objective: To write with purpose | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Use the main features of a type of writing (identified in reading). | Writing frames or similar support are used to help the child include the main features of a text type. | When reminders (such as success criteria) are provided, the main features of the type of writing are applied. | The main features of a type of writing are generally applied without prompts. |
| Use techniques used by authors to create characters and settings. | When support is provided, character descriptions are generally focused on appearance with some mention of character traits. When support is provided, settings are generally described in terms of what can be seen. | When reminders are provided, character descriptions include some character traits and descriptions of settings include an attempt to capture or suggest mood. | Character descriptions include a mixture of appearance and personality traits and are beginning to use dialogue to convey the character. Settings are generally conveyed well in terms of appearance, atmosphere and mood. |

| MILESTONE 2 | | | |
|--|---|---|--|
| Essential Objective: To use imaginative description | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Create characters, settings and plots. | When help is provided, basic characters, settings and plots are developed. | Characters, settings and plots are generally well developed to create a coherent narrative. | Characters and settings are both described well. Plausible plots are developed and sustained throughout the narrative. |
| Use alliteration effectively | When encouragement is given, alliteration is used. | When reminders are provided, alliteration is used effectively. | Well-chosen descriptive phrases, including alliteration are used. |
| Use similes effectively. | When encouragement is given, similes are used. | When reminders are provided, similes is used effectively. | Well-chosen descriptive phrases, including similes are used. |
| Use a range of descriptive phrases including some collective nouns, suitable adjectives and adverbs. | When encouragement and examples are given, some descriptive phrases are used. | When reminders are provided, descriptive phrases are used to add detail to writing. | Well-chosen descriptive phrases, including the imaginative use of collective nouns, adjectives and adverbs are used. |

MILESTONE 2

Essential Objective: To organise writing appropriately

| KEY INDICATORS | BASIC | ADVANCING | DEEP |
|---|---|--|--|
| Use organisational devices such as headings and subheadings | When writing frames or similar support are provided, organisational features are used. | When reminders are provided, organisational devices are used effectively. | Organisational devices are generally used effectively. |
| Use the present perfect form of verbs, in contrast to using simple past tense. E.g. 'He has gone out to play', rather than, 'He went out to play', thus indicating the event is still true now. | Across writing, a range of simple past, present and future tenses are used mostly correctly. When help is provided, some present perfect tense is used rather than just simple past tense. | Tense changes within pieces of writing are accurate and used to show changes in time. When reminders are provided, some present perfect tense is used accurately in writing. | Simple tenses are consistently used accurately and effectively within writing. Present perfect tense is used accurately in writing for affect. An understanding is demonstrated of how time shifts may be created through the use of language. |
| Use connective openers that signal time, shift attention, inject suspense and shift the setting. | When a framework or examples are provided, connectives are used as openers to signal a change in time or setting. | When reminders are provided of a range of connective openers, effective choices are generally made so that they are used effectively to signal a change in time or setting and may inject suspense or shift attention. | A good range of connectives is used to convey the passing of time, to inject suspense and to shift attention. |

MILESTONE 2

Essential Objective: To use sentences appropriately

| KEY INDICATORS | BASIC | ADVANCING | DEEP |
|---|--|---|---|
| Use a mixture of simple, compound and complex sentences. | Simple and compound sentences used accurately, with some use of complex sentences. | An effective mixture of sentence types is used, including simple, compound and complex sentences. | Writing demonstrates a good variety of well-chosen and correctly punctuated sentence types. |
| Write sentences that include: noun phrases, adverbs or adverbial phrases, prepositions or prepositional phrases and conjunctions. | Some noun phrases, adverbs, prepositions and conjunctions (and, but, so, or, because, if, when, as, although) are used in their writing. | Noun phrases, adverbs, prepositions and are often used in their writing to add interest and detail. Some adverbial phrases and prepositional phrases are used. Use of FANBOYS coordinating conjunctions and a greater variety of subordinating conjunctions. | A full range of noun phrases, adverbs or adverbial phrases and prepositions or prepositional phrases are used in their writing to add interest and detail. Full variety of coordinating and subordinating conjunctions are used for effect. |

MILESTONE 2

Essential Objective: To punctuate accurately

| KEY INDICATORS | BASIC | ADVANCING | DEEP |
|-------------------------------------|---|--|--|
| Use punctuation accurately. | Capital letters, full stops, commas in lists, commas for clauses, question marks, exclamation marks, speech marks and apostrophes for contraction are generally used accurately with reminders. | As well as all other listed punctuation, use of commas for clauses more accurate; all speech mark punctuation present the majority of the time; apostrophes for possession used with reminders. | Use of all accurate the majority of times, with apostrophes used correctly when more than one thing owns an object or when the plural of a noun is irregular. E.g. dogs' dinner for more than one dog but children's changing rooms. |
| Use commas after fronted adverbials | When examples are provided, sentences that begin with an adverb are correctly punctuated. (For example: Unexpectedly, there was a loud knock at the door.) | When reminders are provided, fronted adverbials are correctly punctuated. | Fronted adverbials are correctly punctuated. |
| Use and punctuate direct speech. | When guidance is provided, direct speech is contained within speech marks (inverted commas) | Direct speech is generally contained within speech marks. Capital letters are generally used for the first letter of the first word of each sentence within the speech marks. Direct speech is separated from the rest of the sentence, usually by a comma. (For example: Dad said softly, "Please sit down.") | In addition to the fluent use of speech punctuation as outlined in 'Advancing', the following is used and applied correctly: When breaking direct speech up, by inserting information about who is speaking, capital letters for the first word inside the 2nd set of speech marks are not used. (For example: "If you think you can speak to me like that," she said, "you had better think again!" |

MILESTONE 2

Essential Objective: To use paragraphs

| KEY INDICATORS | BASIC | ADVANCING | DEEP |
|-------------------------------------|---|--|--|
| Organise paragraphs around a theme. | When examples are provided, individual paragraphs focus on a theme and mainly make sense when read alone. | When reminders are provided, individual paragraphs are well organised around a theme and make sense when read alone. | A theme is clearly introduced and developed, and remains consistent throughout each paragraph, with paragraphs making sense if read alone. |
| Sequence paragraphs. | An attempt to create a logical sequence for paragraphs can be seen. | Paragraphs have a logical order, although there may be some examples of paragraphs out of logical sequence. | A clear and logical sequence of paragraphs is evident. |



Milestone 2

Writing – Transcription



| MILESTONE 2 | | | |
|---|--|--|--|
| Essential Objective: To present neatly | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Form letters accurately and join letters cursively, deciding which letters are best left un-joined. | Writing is beginning to be joined appropriately. Some letters that it would be better not to join have been joined. Some letters that should be joined may have been in the wrong way. | Writing generally shows appropriately and consistently joined letters. | Writing almost always shows fluent, joined letters. |
| Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately. | Writing is beginning to show parallel down strokes and appropriate spacing. | Writing generally shows accurate spacing and well-formed letters. | Writing is easy to read due to clear and thoughtful spacing and parallel down strokes. |

| MILESTONE 2 | | | |
|---|---|--|---|
| Essential Objective: To spell correctly | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Use prefixes (dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto) and suffixes (e.g. ing, er, ed, ation, ly, ious) and understand how to add them. | When examples are provided, prefixes and suffixes are used. | Prefixes and suffixes are often used. | Well-chosen prefixes and suffixes are used correctly. |
| Spell homophones (e.g. piece/ peace, weather/ whether, affect/ effect) correctly. | Some homophones are used correctly, while others may be misused. | Most homophones are used correctly | Almost all homophones are used correctly |
| Spell correctly often misspelled words. (See Year 3/4 word list) | Some words that are often misspelled are seen spelt correctly. | Many words that are often misspelled are seen spelt correctly. | Most words that are often misspelled are seen spelt correctly. |
| Place the possessive apostrophe in words with regular and irregular plurals. | When guidance is provided, the possessive apostrophe is used for regular plurals. | When reminders are provided, the possessive apostrophe for both regular and irregular plurals is used. | The possessive apostrophe for both regular and irregular plurals is used accurately and consistently. |



Milestone 2

Writing – Analysis and Presentation



| MILESTONE 2 | | | |
|---|---|---|--|
| Essential Objective: To analyse writing | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Use and understand grammatical terminology when discussing reading and writing: | The use of Year 3 terminology is growing and applied in most cases. Year 3: word class/family, conjunction, adverb, preposition, direct speech, speech marks (inverted commas) prefix, consonant, vowel, clause, subordinate clause. | The use of Year 3 terminology is fluently applied and some of the Year 4 terminology is understood and used. Year 4: determiner, pronoun, possessive pronoun, adverbial. | The Year 3 and 4 terminology is fluently applied throughout a range of reading and writing activities. |

| MILESTONE 2 | | | |
|---|---|---|---|
| Essential Objective: To present writing | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Read aloud to a group or whole class, using appropriate intonation. | When encouragement and support are provided, presentations are beginning to show confidence and appropriate intonation. | Appropriate intonation is attempted in most cases, with children showing confidence and some awareness of the audience. | Presentation is articulate and intonation, pace and variation in volume show a good awareness of the audience |



Milestone 3

Writing – Composition



| MILESTONE 3 | | | |
|---|--|---|---|
| Essential Objective: To write with purpose | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Identify the audience for writing. | The audience for writing is beginning to be identified. | Writing shows an awareness of the audience. | Writing shows a strong awareness of the audience. |
| Choose the appropriate form of writing using the main features identified in reading. | Writing is organised in line with its purpose and the main features of a type of writing are included. | Generally, the appropriate form of writing for its intended purpose is chosen and the main features of a type of writing are used to a good effect. | The appropriate form of writing is chosen for its purpose. The main features of the type of writing chosen are fluently and consistently applied. |

| MILESTONE 3 | | | |
|--|---|--|--|
| Essential Objective: To use imaginative description | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Use the techniques that authors use to create characters, settings and plots. | When models are provided, characters, settings and plots are successfully developed. | When reminders are provided, a good range of techniques are used to create characters, settings and plots. | Writing shows an impressive understanding of how to create characterisation, settings and plots. |
| Create vivid images by using alliteration, similes, metaphors and personification. | Alliteration, similes, metaphors and personification are used appropriately. | Writing demonstrates a lively imagination, including the successful and appropriate use of alliteration, similes, metaphors and personification. | Vivid and believable images capture and sustain the reader's attention. |
| Interweave descriptions of characters, settings and atmosphere with dialogue. | Dialogue and descriptions of characters, settings and atmosphere are described well, but tend to be in separate blocks. | Atmosphere is created effectively and dialogue is used well to convey character and advance action. | Dialogue and descriptions of characters, settings and atmosphere are successfully interweaved and chosen for effect. |

MILESTONE 3

Essential Objective: To organise writing appropriately

| KEY INDICATORS | BASIC | ADVANCING | DEEP |
|--|---|---|---|
| Guide the reader by using a range of organisational devices, including a range of connectives. | When some guidance or frameworks are provided, organisational features are used appropriately. Connectives and conjunctions are usually well chosen but may appear formulaic. | When reminders (such as success criteria) are provided, key organisational devices are used appropriately to ensure cohesion across a text. Connectives and conjunctions are well chosen. | A range of effective organisational features is used. Connectives and conjunctions are well chosen for the intended purpose. Cohesion across longer pieces of writing is sustained. |
| Choose effective grammar and punctuation. | A growing awareness of effective grammar and punctuation is emerging. | Effective grammar and punctuation are often used. | Effective grammar and punctuation are used accurately and efficiently. |
| Ensure the correct use of tenses throughout a piece of writing. | Tenses are generally used correctly throughout a piece of writing, although there are some exceptions. | Tenses are used correctly throughout a piece of writing and a variety of tenses are used for effect (e.g. simple past, present and future, progressive past present and future, present perfect). | A variety of tenses are used correctly and altered accurately within a piece of writing for effect. (The perfect forms of verbs are used effectively.) |

MILESTONE 3

Essential Objective: To use sentences appropriately

| KEY INDICATORS | BASIC | ADVANCING | DEEP |
|--|---|---|---|
| Write sentences that include: Relative clauses, modal verbs, relative pronouns, brackets, parenthesis, a mixture of active and passive voice, a clear subject and object, hyphens, colons and semi-colons, bullet points. | Some of the features listed are evident. Some support may be required. | All of the features listed are evident across a range of writing (not necessarily all in one piece). Reminders may be required at times. | Almost all of the features listed are evident. Features are independently applied without prompts or reminders. |

MILESTONE 3

Essential Objective: To use paragraphs

| KEY INDICATORS | BASIC | ADVANCING | DEEP |
|---|---|---|---|
| Write paragraphs that give the reader a sense of clarity. | Paragraphs may, at times, refer to previously introduced ideas, which may not mean absolute clarity for the reader. | Each paragraph introduces a theme and expands upon it in appropriate detail, with reference to previously introduced ideas generally clear. | Each paragraph in a text is based around a theme and expands upon it in appropriate detail. Previously mentioned ideas are successfully referenced to, so that the reader has full clarity. |
| Write paragraphs that make sense if read alone. | Paragraphs usually make sense when read alone. | Paragraphs make sense if read alone. | When read alone, paragraphs make sense and when read together they provide clarity. |
| Write cohesively at length. | Shorter pieces of writing are clear and cohesive but longer pieces may lack cohesion. | When reminders are provided, pieces of writing, even longer pieces, are generally cohesive. | Longer pieces of writing are fully cohesive, with ideas flowing well within and between paragraphs. |



Milestone 3
Writing – Transcription



MILESTONE 3

Essential Objective: To present neatly

| KEY INDICATORS | BASIC | ADVANCING | DEEP |
|---|---|---|--|
| Write fluently and legibly with a personal style. | The majority of the time, letters are joined cursively and writing is usually presented in a legible style. Some inconsistencies in style may appear, especially in longer pieces of writing. | Writing is accurately joined and generally fluent with some evidence of a consistent personal style emerging. | Writing is accurately joined, fluent and legible with a clear and consistent personal style. |

MILESTONE 3

Essential Objective: To spell correctly

| KEY INDICATORS | BASIC | ADVANCING | DEEP |
|---|---|--|--|
| Use prefixes (see milestone 2) and suffixes (see milestone 2 and: ible, able, ibly, ably, fer) appropriately. | When some support is provided, prefixes and suffixes are used appropriately. | Prefixes and suffixes are generally used appropriately. | Prefixes and suffixes are used appropriately. |
| Spell correctly some words with silent letters (e.g. words with 'gh', knight, thistle, lamb). | Words with silent letters are used, although there may be some spelling errors. | Some words with silent letters are used and spelled correctly. | Words with silent letters are consistently spelled correctly. |
| Spell the vast majority of words Correctly (see National Curriculum for taught spellings and the Year 5/6 spelling bank). | Spelling shows a good understanding of the rules and exceptions to the rules. | Most words, including commonly misspelled words, technical or subject specific words are spelled correctly. | The vast majority of words, including technical or scientific words, are spelled correctly. |
| Use hyphens correctly to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one (e.g. co-ordinate, re-enter, de-ice). | With some support, hyphens are used to join a prefix to a root word. | Hyphens are used to join a prefix to a root word and there is some use of hyphens to join two words to create new adjectives and avoid ambiguity (e.g. a dog-like animal, bronze-effect elephant, a big-city project). | Hyphens are consistently used to join a prefix to a root word and there is use of hyphens to join two words to create new adjectives, where appropriate and avoid ambiguity. |

MILESTONE 3

Essential Objective: To punctuate accurately

| KEY INDICATORS | BASIC | ADVANCING | DEEP |
|---|--|---|---|
| Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing, and by using hyphens to avoid ambiguity. | Some of the features listed are evident. | Most of the features listed are evident. | All of the features listed are evident. |
| By using brackets, dashes or commas to indicate parenthesis, using semi-colons or colons to mark boundaries between independent clauses, using a colon to introduce a list, and punctuating bullet points consistently. | Support may be required but the majority can be used and are seen in writing at times. | Reminders may be required but all of the features listed can be confidently used and seen across a range of writing (although may not all be present in one piece). | Features are independently applied without prompts or reminders. Punctuation is used accurately the majority of times and for effect. |



Milestone 3

Writing – Analysis and Presentation



| MILESTONE 3 Essential Objective: To analyse writing | | | |
|---|---|---|---|
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Use and understand grammatical terminology when discussing writing and reading. | Most of the features in the Year 5 list are evident. Year 5: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. | All of the features in the Year 5 list are Evident, with the majority of the Year 6 list evident. Year 6: active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points. | All of the features in the Year 5 and 6 list are evident. |

| MILESTONE 3 Essential Objective: To present writing | | | |
|--|--|--|---|
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Perform compositions, using appropriate intonation and volume. | Performances show growing awareness of, and experimentation with, intonation, volume and pace. | Performances show confidence, appropriate intonation and good pace and volume. | Performances are confident and clear and show excellent awareness of the audience. Pace, volume and intonation are altered well for effect and the reaction of the audience is very positive. |