



Two Mile Ash School Years 1- 6

Writing Assessment and Progression Framework 2022-23

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, we have tried to ensure that the criteria for Working Towards the Expected Standard in one year group is not the same as the criteria for Working at Greater Depth in the previous year group. The criteria for Working Towards and Working at Greater Depth in any year group is related to that year group's National Curriculum expectations.

Composition

Year 1 WT: Pupil(s) are beginning to meet the following aims with support:	To use their own simple story ideas or retell a familiar story using short, simplistic sentences.
	To reread their writing aloud to check that it makes sense.
	To use adjectives that have been modelled.
Year 1 AT: Pupil(s) are beginning to independently apply their knowledge:	To write sentences in order to create short narratives and non-fiction texts.
	To use some features of different text types (although these may not be consistent).
	To reread their writing to check that it makes sense and make suggested changes.
	To use adjectives to describe.
Year 1 GD: Pupil(s) are confidently and independently able to apply their knowledge:	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 and make appropriate topic / subject matter vocabulary choices.
	To reread their writing to check that it makes sense and independently make changes.
	To use adjectives to describe (sometimes ambitious beyond the year group).
Year 2 WT: Pupil(s) are beginning to meet the following aims with support:	To write sentences that are sequenced to form a short narrative (real or fictional), after discussion with the teacher.
Year 2 at:	Pupil can write simple, coherent narrative about their own and others' experiences (real and

Pupil(s) are beginning to independently apply their knowledge:	fictional), after discussions with the teacher and record these simply and clearly.
	Write about real events, recording these simply and clearly.
Year 2 GD: Pupil(s) are confidently and independently able to apply their knowledge:	Pupil can write effectively and coherently for different purposes, drawing on their reading to inform vocabulary and grammar of their writing, after discussions with the teacher.
	Make simple additions, revisions and proof-reading corrections to own writing.

Grammar and Punctuation

Year 1 WT: Pupil(s) are beginning to meet the following aims with support:	To use simple sentence structure (which may often be repetitive).	
	Has an awareness of:	Capital letters for names, places, the days of the week and the personal pronoun 'I'
		Finger spaces
		Full stops to end sentences
Year 1 AT: Pupil(s) are beginning to independently apply their knowledge:	To use simple sentence structures.	
	To use the joining word (conjunction) 'and' to link ideas and sentences.	
	Has an awareness of:	Capital letters for names, places, the days of the week and personal pronoun 'I'.
		Finger spaces.
		Full stops to end sentences.
		Question marks.
Year 1 GD: Pupil(s) are confidently and independently able to apply their knowledge:	To use simple and compound sentence structures.	
	To use the joining word (conjunction) 'and' to link ideas and sentences.	
	Is able to use regularly:	Capital letters for names, places, the days of the week and personal pronoun 'I'.
		Finger spaces.
		Full stops to end sentences.
		Question marks.
Year 2 WT: Pupil(s) are beginning to meet the following aims with support:	Can demarcate some sentences with capital letters and full stops.	
Year 2 at: Pupil(s) are beginning to independently	Demarcating most sentences with:	Capital letters and full stops
	And with use of:	Question marks
	Using present and past tense mostly correctly and consistently.	



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independently able to apply their knowledge:

Using co-ordination (or/and/but)

Using some subordination (when/if/that/because)

Using the full range of punctuation taught at key stage 1 mostly correctly including:

Commas to separate items in a list

Apostrophes to mark singular possession in nouns and contractions.

Transcription

Year 1 WT: Pupil(s) are beginning to meet the following aims with support:	To spell some words containing previously taught phonemes and GPCs (grapheme, phoneme correspondence) accurately
	To spell some Y1 common exception words accurately
	To write lower case letters in the correct direction, starting and finishing in the right place.
Year 1 AT: Pupil(s) are beginning to independently apply their knowledge:	To spell most words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.
	To spell most Y1 common exception words and days of the week accurately
	To use -s and -es to form regular plurals correctly.
	To use the prefix 'un'.
	To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).
	To write lower case and capital letters in the correct direction, starting and finishing in the right place.
	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 1 GD: Pupil(s) are confidently and independently able to apply their knowledge:	To spell all words containing previously taught phonemes and GPCs (Grapheme, Phoneme Correspondence) accurately.
	To spell all Y1 common exception words and days of the week accurately
	To use -s and -es to form regular plurals correctly.
	To use the prefix 'un'.
	To add the suffixes -ing, -ed, -er and -est to root words.
	To spell simple compound words.
	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 WT: Pupil(s) are beginning to meet	Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others.
	Spelling some common exception words.

the following aims with support:	Forming lower-case letters in the correct direction, starting and finishing in the right place.
	Forming lower-case letters of the correct size relative to one another in some of the writing.
Year 2 at: Pupil(s) are beginning to independently apply their knowledge:	Segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others.
	Spelling many KS1 common exception words
	Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
	Using spacing between words that reflects the size of the letters
Year 2 GD: Pupil(s) are confidently and independently able to apply their knowledge:	Spelling most common exception words
	Adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.
	Using the diagonal and horizontal strokes needed to join letters in most of their writing.

Composition

Year 3 WT: Pupil(s) are beginning to meet the following aims with support:	To rehearse orally their ideas for writing and record their ideas using a modelled planning format.
	To demonstrate some understanding of purpose and audience (although this may not be sustained).
	To use the simple structure of a wider range of text types.
	To proof-read their work to check for errors and make simple improvements with guidance.
	To make more ambitious word choices (often reflecting those modelled by a teacher).
Year 3 at: Pupil(s) are beginning to independently apply their knowledge:	To begin to use ideas from own reading and modelled examples to plan their writing.
	To demonstrate an increasing understanding of purpose and audience.
	To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
	To proof-read their own and others' work to check for errors with increasing accuracy and make improvements.
	To make deliberate ambitious word choices to add detail.
	To begin to create settings, characters and plot in narratives.✓
Year 3 GD: Pupil(s) are confidently and independently able to apply their knowledge:	To begin to organise their writing into paragraphs around a theme.
	To plan and write with an understanding of purpose and audience.
	To use the structure of several text types (including the use of simple layout devices in non-fiction).
	To proof-read theirs and others' work to check for errors, suggesting and making improvements.



	To make deliberate ambitious word choices to add detail, effect and to engage the reader.
	To create settings, characters and plot in narratives.
	To organise their writing into paragraphs around a theme.
Year 4 WT: Pupil(s) are beginning to meet the following aims with support:	To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).
	To write narratives with a clear beginning, middle and end with a clear plot.
	To proofread and amend their own and others' writing with growing confidence.
	To create more detailed settings, characters and plot in narratives.
	To organise their writing into paragraphs around a theme.
Year 4 at: Pupil(s) are beginning to independently apply their knowledge:	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
	To write narratives with a clear beginning, middle and end with a coherent plot.
	To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
	To create more detailed settings, characters and plot in narratives to engage the reader.
	To consistently organise their writing into paragraphs around a theme.
Year 4 GD: Pupil(s) are confidently and independently able to apply their knowledge:	To write a range of narratives that are well-structured and well-paced.
	To write a range of non-fiction texts that are well-structured with appropriate layout devices.
	To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.
	To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.
	To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.

Grammar and Punctuation

Year 3 WT: Pupil(s) are beginning to meet the following aims with support:	To usually maintain the correct tense (including the progressive form).	
	Uses the full range of punctuation from previous year groups including:	full stops, capital letters, question marks and exclamation marks.
		commas within lists.
		apostrophes to show possession and to form contractions.

	To begin to add inverted commas to mark direct speech (may not be consistent).
	To use a range of simple conjunctions (including some subordination).
Year 3 at:	To maintain the correct tense (including present perfect tense) throughout a piece of writing.
Pupil(s) are beginning to independently apply their knowledge:	To use the full range of punctuation from previous year groups.
	To use inverted commas in direct speech.
	To use subordinate clauses.
	To begin to use conjunctions, adverbs and prepositions to show time, place and cause.
	To use 'a' or 'an' correctly most of the time.
Year 3 GD:	To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
Pupil(s) are confidently and independently able to apply their knowledge:	To use the full range of punctuation from previous year groups.
	To punctuate direct speech accurately, including the use of inverted commas.
	To use subordinate clauses (sometimes in varied positions).
	To use a range of conjunctions, adverbs and prepositions to show time, place and cause.
	To use 'a' or 'an' correctly throughout a piece of writing.
Year 4 WT:	To maintain accurate tense throughout a piece of writing.
Pupil(s) are beginning to meet the following aims with support:	To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
	To use the full range of punctuation from previous year groups.
	To use inverted commas at the beginning and end of direct speech.
	To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.
	To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
	To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
	To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.
Year 4 at:	To maintain an accurate tense throughout a piece of writing.
Pupil(s) are beginning to independently apply their knowledge:	To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
	To use the full range of punctuation from previous year groups.
	To use all the necessary punctuation in direct speech mostly accurately.
	To use apostrophes for singular and plural possession with increasing confidence.
	To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.



<p>Year 4 GD:</p> <p>Pupil(s) are confidently and independently able to apply their knowledge:</p>	To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
	To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.
	To always maintain an accurate tense throughout a piece of writing.
	To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
	To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.
	To consistently use apostrophes for singular and plural possession.
	To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.
	To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.

Transcription

<p>Year 3 WT:</p> <p>Pupil(s) are beginning to meet the following aims with support:</p>	To spell some words with prefixes correctly, e.g. irrelevant , autograph , incorrect , disobey , superstar , antisocial .
	To spell some words with suffixes correctly, e.g. usually , poisonous , adoration .
	To apply all spelling rules from the KS1 guidance within the English Appendix 1.
	To begin to use neat, joined handwriting.
<p>Year 3 at:</p> <p>Pupil(s) are beginning to independently apply their knowledge:</p>	To spell many words with prefixes correctly, e.g. irrelevant , autograph , incorrect , disobey , superstar , antisocial .
	To spell many words with suffixes correctly, e.g. usually , poisonous , adoration .
	To begin to spell homophones correctly, e.g. which and witch.
	To spell some of the Year 3 and 4 statutory spelling words correctly.
<p>Year 3 GD:</p> <p>Pupil(s) are confidently and independently able to apply their knowledge:</p>	To use a neat, joined handwriting style with increasing accuracy.
	To spell most words with prefixes correctly, e.g. irrelevant , autograph , incorrect , disobey , superstar , antisocial .
	To spell most words with suffixes correctly, e.g. usually , poisonous , adoration .
	To spell homophones correctly, e.g. which and witch.
<p>Year 4 WT:</p> <p>Pupil(s) are beginning to meet the</p>	To spell many of the Year 3 and 4 statutory spelling words correctly.
	To use a neat, joined handwriting style with increasing accuracy and speed.
	To spell most words with prefixes correctly, e.g. irrelevant , autograph , incorrect , disobey , superstar , antisocial .
	To spell most words with suffixes correctly, e.g. usually , poisonous , adoration .

following aims with support:	To spell homophones correctly, e.g. which and witch.
	To spell many of the Year 3 and 4 statutory spelling words correctly.
	To use a neat, joined handwriting style with increasing accuracy and speed.
Year 4 at: Pupil(s) are beginning to independently apply their knowledge:	To spell all words with prefixes correctly, e.g. irrelevant , autograph , incorrect , disobey , superstar , antisocial .
	To spell all words with suffixes correctly, e.g. usually , poisonous , adoration .
	To spell homophones correctly, e.g. which and witch.
	To spell all of the Year 3 and 4 statutory spelling words correctly.
	To consistently use a neat, joined handwriting style.
Year 4 GD: Pupil(s) are confidently and independently able to apply their knowledge:	To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).
	To use their knowledge of word families to help with their spelling.

Composition

Year 5 WT: Pupil(s) are beginning to meet the following aims with support:	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.
	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.
	To describe settings, characters and atmosphere with increasing awareness of the reader.
	To begin to use dialogue to convey a character and advance the action.
	To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
	To create paragraphs that are usually suitably linked (some transitions may be awkward).
	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.
Year 5 at: Pupil(s) are beginning to independently apply their knowledge:	To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.
	To describe settings, characters and atmosphere to consciously engage the reader.
	To use dialogue to convey a character and advance the action with increasing confidence.
	To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
	To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.
	To create paragraphs that are usually suitably linked.
	To proofread their work and assess the effectiveness of their own and others' writing and



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independently able to apply their knowledge:

	make necessary corrections and improvements.
independently able to apply their knowledge:	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
	To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
	To regularly use dialogue to convey a character and advance the action.
	To proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.
	To consistently link ideas across paragraphs.
	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
	To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Year 6 WT:	The pupil can write for a range of purposes:
	Using paragraphs to organise ideas
	In narratives, describing 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)
Year 6 at:	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 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
Year 6 GD:	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

*pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

Grammar and Punctuation

Year 5 WT:	To use the full range of punctuation from previous year groups.
Pupil(s) are beginning to meet the	To begin to use commas to clarify meaning or to avoid ambiguity.
	To begin to use a wider range of linking words/phrases between sentences and

following aims with support:	paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
	To begin to experiment with relative clauses with support and modelling.
	To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
Year 5 at: Pupil(s) are beginning to independently apply their knowledge:	To use the full range of punctuation from previous year groups.
	To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
	To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
	To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
	To use brackets, dashes or commas to begin to indicate parenthesis.
	To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
Year 5 GD: Pupil(s) are confidently and independently able to apply their knowledge:	To use commas consistently to clarify meaning or to avoid ambiguity.
	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
	To use brackets, dashes or commas to indicate parenthesis.
	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
Year 6 WT: Using mostly correct:	Capital letters
	Full stops
	Question marks
	Commas for lists
	Apostrophes for contraction
Year 6 at:	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, synonyms) within and across paragraphs



	Use verb tense consistently and correctly throughout their writing
	Use a range of punctuation taught at key stage 2 mostly correct (e.g. inverted commas and other punctuation to indicate direct speech)
	Exercise an assured and conscious control over levels of formality. Particularly through manipulating grammar and vocabulary to achieve this
	Use a range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

Transcription

Year 5 WT: Pupil(s) are beginning to meet the following aims with support:	To spell some verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.
	To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate ate , classify y , criticise e , etc.
	To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.
	To spell some words correctly from the Y5/6 statutory spelling list.
	To write legibly, fluently and with increasing speed.
Year 5 at: Pupil(s) are beginning to independently apply their knowledge:	To spell many verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.
	To convert nouns or adjectives into verbs using suffixes, e.g. designate ate , classify y , criticise e , etc.
	To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.
	To spell many words correctly from the Y5/6 statutory spelling list.
	To write legibly, fluently and with increasing speed.
Year 5 GD: Pupil(s) are confidently and independently able to apply their knowledge:	To spell most verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.
	To regularly convert nouns or adjectives into verbs using suffixes, e.g. designate ate , classify y , criticise e , etc.
	To spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.
	To spell most words correctly from the Y5/6 statutory spelling list.
	To write legibly, fluently and with increasing speed.
Year 6 WT:	Spelling most words correctly (years 3 and 4)
	Spelling most words correctly (years 5 and 6)
	Write legibly
Year 6 at:	Spell correctly most words from the year 5/6 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
Year 6 GD:	Spell correctly words from the year 5/6 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
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