Writing Assessment Counts

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How To Use This Document

This document is intended to be used alongside any existing school assessment tools. Literacy Counts Ltd has drawn upon a range of current assessment information, including statutory National Curriculum requirements and research to develop this assessment tool.

The document will aid teachers in gaining a deeper understanding of each standard within a year group *and* the progress children are making across a year. It will assist teachers in identifying gaps in learning and will consequently inform planning. Beyond this, it will support school leaders in the identification of whole school priorities for improvement. Used as a moderation tool for all year groups (from Year 1 to Year 6), it will ensure consistency of judgement both within and across schools.

Suggested guidance

This document would profit from being used summatively as a 'pit stop' check to indicate where children are reaching a standard. We suggest 4-6 pieces of independent evidence is used to secure judgements against the different standards at least five times throughout the year. Trial schools have found the Pupil Assessment Grid a useful way of collating information for some children.

We are ***not*** advocating the completion of the Pupil Assessment Grid for every child in every class although schools are free to use this documents how they choose. Some practitioners may choose to highlight part of, or the whole statement, as and when the child has shown ample evidence of being able to demonstrate this skill independently.

Year 2 and Year 6

*For external moderation of writing in Year 2 and Year 6, evidence is collected for TAF statements shown in bold within this documents. This document includes the *entire* statutory National Curriculum POS as well as those elements needed for Teacher Assessment Framework (TAF). *All* statements within *each* standard are important and must be taught.

Please note that TAF statements are indicated by the following symbol for pages that relate to Year 6 and Year 2:

- **2018 TAF statements in bold**

*NB School should always seek guidance from their Local Authority regarding Year 2 and Year 6 moderation of the Teacher Assessment of Writing.

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Year 1, Year 3, Year 4 and Year 5

Some statement are indicated in bold as Essential Elements contained within the three standards for each year group. This may provide schools with a commonality in their approach when making judgements for *all* years. This can also support schools to make internal moderation more equitable with Year 2 and 6 for assessment expectation for this teacher assessment criteria. Literacy Counts Ltd advocates teaching the entire national curriculum. In short, t is vital not to teach to the bold print statements alone. These are simply to be used as a means of determining the minimum Essential Element requirements for each standard.

Please note that Essential Elements statements are indicated by the following symbol for pages that relate to Year 1, Year 3 Year 4 and Year 5:

✓ **Statements indicate Essential Elements**

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Guiding Principles

Teacher judgements should be based on a broad range of evident, which will come from day to day work in the classroom as well as more formal assessments. This will also include work from various curriculum areas other than the one being assessed.

In order to be judged as meeting a particular standard, it is assumed that the child has reached the proceeding standard, as well as the standard they are working in, in full.

Qualifiers

In accordance with the Teacher Assessment Frameworks at the end of Key Stages 1 & 2, this document contains qualifiers ('some', 'many' and 'most').

- '**Some** 'indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent.
- '**Many**' indicates that the statement is met frequently but not yet consistently.
- '**Most**' indicates that the statement is generally met with only occasional errors.

It is recommended that assessment of writing is an ongoing process and one which should be subject to whole school and across school moderation regularly.

'Particular Weakness'

In 2018, the STA introduced the concept of 'particular weakness'.

'Teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupils attainment overall being made. A particular weakness can relate to a part or the whole of a statement (or statements); the only consideration is whether it prevents an accurate judgement from being made overall. A particular weakness may well relate to a specific learning difficulty, but it is not limited to this. In addition, a specific learning difficulty does not automatically constitute a particular weakness which would prevent an accurate judgement. The same overall standard must be applied equally to all pupils.'

STA 2018

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Independent Writing

For the purposes of moderation, the STA have released a definition of independent writing;

'Pupils' writing upon which teachers base their judgements must be produced independently. The national curriculum is clear that writing should also be produced through discussion with the teacher and peers. A piece of writing may provide evidence of a pupil demonstrating some statements independently, but not others. For example, a pupil may produce an independent piece of writing which meets many of the statements relating to composition and the use of grammar, but they did not demonstrate independent spelling where the teacher has provided the pupil with domain specific words or corrected their spelling. This does not mean that the entire piece is not independent.

Teachers may choose to use success criteria in lessons to help pupils to understand what they have learnt and help them to judge whether a pupil has met the objectives for a piece of writing. Using success criteria does not mean that a pupil's writing is not independent; they would simply need to avoid modelling or over-scaffolding the expected outcome. Furthermore, using detailed success criteria as a teaching tool for one aspect of writing could still provide independent evidence of other 'pupil can' statements which have not been mentioned.

Writing *is* likely to be independent if it:

- ✓ *emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about*
- ✓ *enables pupils to use their own ideas and provides them with an element of choice, for example writing from the perspective of a character they have chosen themselves*
- ✓ *has been edited, if required, by the pupil without the support of the teacher, although this may being response to self, peer, or group evaluation*
- ✓ *is produced by pupils who have, if required, sought out classroom resources, such as dictionaries or thesauruses, without prompting to do so by the teacher*

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Writing is *not* independent if it has been:

- × *modelled or heavily scaffolded*
- × *copied or paraphrased*
- × *edited as a result of direct intervention by a teacher or other adult, for example when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct*
- × *produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text*
- × *supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing, such as directing them to include specific vocabulary, grammatical features, or punctuation'*

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Writing Assessment Counts: Year 1

Working towards the expected standard

The pupil can after discussion with the teacher:

Composition

- ✓ **Draw upon what they have read**
- Say out loud what they are going to write about
- ✓ **Compose some sentences orally before writing them (with support)**
- Read some of their writing aloud

Grammar and Punctuation

- ✓ **Join words together to make a coherent sentence**
- ✓ **Join words and clauses using 'and'**
- ✓ **Separate words in writing using spaces some of the time**
- Use capital letters for names of people and the personal pronoun I some of the time
- ✓ **Begin to use some capital letters, full stops, and/or** question marks and exclamation marks to demarcate sentences
- Understand and use specific Y1 terminology (*letter, capital letter, word, sentence, full stop, question mark, exclamation mark*)

Spelling

- ✓ **Spell some words containing each of the 40+ phonemes**
- ✓ **Spell some common exception words**
- ✓ **Spell some days of the week**
- Spell the consonant digraphs and vowel digraphs used in reception
- Segment spoken words into sounds before choosing graphemes to represent the sound
- Some of the sounds taught in year 1 (English Appendix Spelling)
- Use regular plural noun suffix – s (e.g. dog, dogs)
- ✓ **Name the letters of the alphabet in order using letter names and the sounds**

Handwriting

- ✓ **Sit correctly at a table, holding the pencil comfortably and correctly**
- ✓ **Begin to form some lower case letters in the right direction, starting and finishing in the right place**
- ✓ **Begin to form capital letters and digits 0 - 9**

Evaluate and Edit

- ✓ **Discuss what has been written with a teacher/other pupils**
- ✓ **Change some errors made in learned graphemes in discussion with a teacher e.g. My *fut* is big becomes My foot is big**

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Working at the *expected standard* in Year 1

The pupil can after discussion with the teacher:

Composition

- Draw upon what they have read
- ✓ **Orally rehearse most sentences before writing them**
- ✓ **Sequence sentences to form short narratives**
- Read their writing aloud clearly enough to be heard by their peers and the teacher

Grammar and punctuation

- Join words together to make a coherent sentence
- Leave spaces between words
- Join words and clauses using *and*
- Can separate words in writing using spaces most of the time
- ✓ **Use capital letters for names of people, some places, some days of the week and the personal pronoun I mostly correctly**
- ✓ **Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly**
- Understand and use specific Y1 terminology (*letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark*)

Spelling

- ✓ **Spell most words containing each of the 40+ phonemes**
- ✓ **Spell most common exception words**
- ✓ **Spell most days of the week**
- Spell most of the sounds taught in year 1 (English Appendix Spelling)
- Spell words with adjacent consonants
- ✓ **Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping helped, helper) and –est where no change is needed in the spelling of the root word**
- ✓ **Use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing)**
- ✓ **Begin to use regular plural noun suffixes – s/es (e.g. dog, dogs, wish, wishes)**

Handwriting

- Sit correctly at a table, holding the pencil comfortably and correctly
- Form lower case letters in the right direction, starting and finishing in the right place
- Form capital letters and digits 0 – 9
- ✓ **Begin to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)**

Evaluate and Edit

- Discuss what has been written with a teacher/other pupils
- Re-read what they have written to check it makes sense
- ✓ **Change some errors with support and some independently**

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Working at *greater depth* in Year 1

- **The pupil can after discussion with the teacher:**

Composition

- Draw upon what they have read
- ✓ **Begin to write for different purposes such as real events, poetry, narratives and personal experiences**
- Sequence sentences confidently to form short narratives
- ✓ **Produce more extended pieces of writing to demonstrate greater coherence**

Grammar and punctuation

- Use capital letters for names of people, places, the days of the week and the personal pronoun I mostly correctly
- Use many capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy and control OR mostly correctly
- ✓ **Beginning to develop a greater range of conjunctions (e.g. because, but)**
- Understand and use specific Y1 terminology (*letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark*)

Spelling

- ✓ **All of the sounds taught in year 1 (English Appendix Spelling) with occasional error**

Handwriting

- Sit correctly at a table, holding the pencil comfortably and correctly
- Form lower case letters in the right direction and of a relative size to each other, starting and finishing in the right place (Yr2)
- Form capital letters and digits 0 – 9 fluently
- ✓ **Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)**

Evaluate and Edit

- Discuss what has been written with a teacher/other pupils
- Re-read what they have written to check it makes sense
- ✓ **Change some errors with increased independence**

✓ **Statements indicate Essential Elements contained within each standard in bold**

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Greater Depth Counts: Year 1

Characteristics

The pupil can;

- **Apply Year 1 learning in different contexts independently**
- **Write in a logical order, linking events and ideas**
- **Use some of the key narrative language from stories they know**
- **Sustain the writing of longer texts**
- **Hold the interest of the reader**
- **Write more extended sentences, experimenting with different conjunctions**
- **Use a range of sentence openers**
- **Actively explore and use new words in their writing**
- **Use a range of conjunctions to join parts of a sentence (*because*)**

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Writing Assessment Counts: Year 2

Working towards the expected standard in Year 2

The pupil can after discussion with the teacher:

Composition

- Plan and say out loud what they will write about
- When planning write some ideas and key words including vocabulary
- Encapsulate what they want to say sentence by sentence to aid coherence
- ➢ **Write sentences that are sequenced to form a short narrative (real or fictional)**
- Write poetry and write for different purposes
- Understand and use specific year 2 terminology (noun, statement, question, exclamation, command, suffix, adjective, past tense, present tense,)

Grammar and Punctuation

- ➢ **Demarcate some sentences with capital letters and full stops**
- Use co-ordination (e.g. and / but) and some subordination (e.g. if / because) to join clauses

Spelling

- ➢ **Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others**
- ➢ **Spell some common exception words**
- Nouns using suffixes using ness/er and by compounding (e.g. whiteboard, superman)
- Form adjectives using suffixes using –ful, -less
- Use suffixes er/est
- Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling some correctly
- Spell some contracted forms correctly

Handwriting

- ➢ **Form lower-case letters in the correct direction, starting and finishing in the right place**
- ➢ **Form lower-case letters of the correct size relative to one another in some of their writing**
- Form capital letters and digits of the correct size and orientation to each other and to lower case letters
- ➢ **Use spacing between words**

Evaluate and Edit

- Make some simple additions, revisions and corrections to their own writing by: evaluating their writing with a teacher and other pupils

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Working at the *expected standard* in Year 2

The pupil can after discussion with the teacher:

Composition

- Plan and say out loud what they will write about
- Write poetry and write for different purposes
- Write ideas and key words including vocabulary
- Encapsulate what they want to say sentence by sentence to aid coherence
- ➢ **Write simple, coherent narratives about personal experiences and those of others (real or fictional)**
- ➢ **Write about real events, recording these simply and clearly**
- Read aloud what they have written with appropriate intonation to make the meaning clear

Grammar and Punctuation

- ➢ **Demarcate most sentences in their writing with capital letters and full stops, and use question** and exclamation **marks correctly when required** (with increasing accuracy)
- Use sentences with different forms: statement, question, exclamation, command
- Use some expanded noun phrases to describe and specify
- Use the singular apostrophe for possession
- Use commas in a list
- Use apostrophes for possession and contractions
- ➢ **Use present and past tense mostly correctly and consistently**
- ➢ **Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses**
- Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. he is drumming, she is shouting)
- Understand and use specific Year 2 terminology (*noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma*)

Spelling

- ➢ **Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others**
- ➢ **Spell many common exception words**
- Add suffixes to spell some words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)
- Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly
- Spell many contracted forms correctly
- Spell some common homophones and **near** homophones correctly

Handwriting

- ➢ **Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**
- ➢ **Use spacing between words that reflects the size of the letters**

Evaluate and Edit

- Make simple additions, revisions and corrections to their own writing by: evaluating their writing with a teacher and other pupils
- Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently

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Working at *greater depth* in Year 2

The pupil can after discussion with the teacher:

Composition

- **Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing**
- Read aloud what they have written with appropriate intonation to make the meaning clear
- Understand and use specific year 2 terminology (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma)

Grammar and Punctuation

- **Use the punctuation taught at Key Stage 1 mostly correctly**
- Use expanded noun phrases to describe and specify *appropriately*
- In a range of writing use subordination (e.g. when / if / that / because) to join clauses confidently and appropriately

Spelling

- **Spell most common exception words**
- Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling most correctly
- Spell most common homophones and some near homophones correctly
- Spell most contracted forms correctly
- **Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)**

Handwriting

- **Use the diagonal and horizontal strokes needed to join some letters.**

Evaluate and Edit

- **Make simple additions, revisions and proof-reading corrections to their own writing**
- Evaluate their writing with a teacher and other pupils
- Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently

➢ 2018 TAF statements

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Greater Depth Counts: Year 2

Characteristics

The pupil can;

- **Write longer texts and maintain purpose throughout**
- **Structure narratives clearly around the main character, with dialogue used effectively**
- **Organise non-fiction writing into appropriate layout and/or paragraphing**
- **Choose nouns and ambitious vocabulary precisely for effect as well as noun phrases**
- **Use some literary devices such as similes or alliteration**
- **Use a range of sentence openers including some adverbials**

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Writing Assessment Counts: Year 3

Working towards the expected standard in Year 3

The pupil can:

Composition

- Discuss, record and orally rehearse their ideas before writing including dialogue
- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Organise some ideas into paragraphs
- ✓ **Structure text types across a range of genres mostly correctly**
- Use present and past tense forms of verbs mostly correctly
- ✓ **Use noun phrases expanded by the addition of a modifying adjective, nouns and prepositional phrases (e.g. *The rainbow coloured fish jumped out of the deep water*.)**
- Use coordinate conjunctions (*and, but, or, so*) and subordinate conjunctions (*when, if, that, because*) to extend sentences
- ✓ **Expressing time, place and cause using adverbs (*e.g. then, next*) and prepositions (*e.g. before, in*)**
- Draw upon material read

Grammar and Punctuation

- ✓ **Demarcate most sentences with full stops, mostly correctly**
- ✓ **Demarcate most sentences with capital letters, mostly correctly**
- Use question marks mostly correctly, with mostly correctly
- Use exclamation marks mostly correctly, with mostly correctly
- ✓ **Use apostrophes for commonly contracted forms e.g. I'm, don't, you'll, we're**

Spelling

- Add suffixes to spell most words correctly in their writing (from KS1): -ing, -ed, -est, -y, -ment, -ness, -ful, -less, -ly
- ✓ **Spell most common exception words from Year 2**
- ✓ **Spell all homophones/near homophones from the Year 2 list, i.e. there/their/they're, here/hear, quite/quiet, sea/see, bear/bare, one/won, sun/son, to/too/two, be/bee, blue/blew and knight/night**
- Use the forms a/an according to whether the next word begins with a consonant or a vowel
- Use the first letter of a word to check its spelling in a dictionary

Handwriting

- Use diagonal and horizontal strokes to join letters in most of their writing
- ✓ **From Year 2 EXS - form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**

Evaluate and Edit

- ✓ **With support identify some spelling and punctuation errors and make some corrections**

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Working at the *expected standard* in Year 3

The pupil can:

Composition

- ✓ **Write narratives, describing setting and characters within a storyline or plot**
- ✓ **Use paragraphing to group related material, focusing on a theme or topic**
- ✓ **In non-narrative, use simple organisational devices (heading and subheadings)**
- Use the present perfect form of verbs instead of the simple past (*e.g. 'He has gone out to play' in contrast to 'He went out to play.'*)
- ✓ **Extend sentences using a wider range of conjunctions other than those stated in the working towards standard**
- ✓ **Express time, place and cause using conjunctions (*e.g. before, after, while*), adverbs (*e.g. soon, therefore*) and prepositions (*e.g. before, after, during, because of*)**
- Understand and use specific year 3 terminology (*preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas and speech marks*)
- Draw upon material read
- Use, when appropriate, figurative language included metaphors and similes

Grammar and Punctuation

- Demarcate sentences with full stops, with occasional error
- Demarcate sentences with capital letters, with occasional error
- ✓ **Use question marks and exclamation marks mostly correctly, with occasional error**
- Use apostrophes consistently to mark the possession of singular nouns
- ✓ **Begin to use inverted commas to punctuate direct speech**

Spelling

- Spell mostly correctly, words with prefixes: sub-, super-, anti-, auto-, inter-, un-, dis-, mis-, in-, il-, im-, ir-, re-.
- Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ed and er
- ✓ **Spell many of the words in the yr3/4 NC list**
- ✓ **Spell many of the homophones and near homophones from the Y3/4 appendix**
- Begin to explore and understand how word families are based upon common words and are related in form and meaning e.g. solve, solution, insoluble
- Use the first two letters of a word to check its spelling in a dictionary
- Begin to build a varied and rich vocabulary

Handwriting

- ✓ **Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.**

Evaluate and Edit

- Evaluate the effectiveness of their own and others' writing
- ✓ **Identify some spelling and punctuation errors and make some changes to grammar and vocabulary**

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Working at *greater depth* in Year 3

The pupil can:

Composition

- ✓ **Write narratives with controlled and considered development of character, plot and detailed description**
- ✓ **Use with confidence different sentence types**
- ✓ **Make appropriate and ambitious vocabulary and grammar choices to interest and entertain the reader and create intended effect**
- ✓ **Consistently use paragraphs to structure writing**
- ✓ **In non-narrative, use a wide range of organisational devices to inform and engage an intended audience (headings, sub-headings, bullet points for a list, numbers for stages, captions for pictures)**

Grammar and Punctuation

- ✓ **Use a wide range of punctuation correctly: FS CL ? ! commas in lists and apostrophes to mark contraction and the possession of singular nouns**
- ✓ **Use inverted commas to punctuate direct speech mostly correctly**

Spelling

- Use the first three or more letters of a word to check its spelling in a dictionary

Handwriting

- Further develop joined handwriting

Evaluate and Edit

- ✓ **Identify most spelling and punctuation errors and edit work, making improvements to grammar and vocabulary**

✓ Essential Elements statements

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Greater Depth Counts: Year 3

Characteristics

The pupil can:

- **Make choices about the genre in which they wish to write**
- **Reflect on and draw upon material read**
- **Produce well-structured narratives**
- **Make links between the beginning and end of a piece of writing**
- **Select words and manipulate language (verbs and adverbs) appropriately for effect**
- **Write with increasing awareness of the reader, actively seeking to engage the interest of the reader**

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Writing Assessment Counts: Year 4

Working towards the expected standard in Year 4

The pupil can:

Composition

- Discuss, record and orally rehearse their ideas before writing including dialogue
- ✓ **Write narratives, describing setting and characters within a storyline or plot**
- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Write narratives, describing setting and characters within a storyline or plot
- ✓ **Write, with increasing confidence, a range of genre forms**
- ✓ **In non-narrative work, use simple organisational devices such as headings and sub-headings**
- Draw upon material read

Grammar and Punctuation

- Begin to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (*e.g. The teacher is expanded to; the strict Maths teacher with curly hair*)
- ✓ **Begin to use fronted adverbials (*e.g. Later that day*) sometimes followed by a comma**
- ✓ **Use paragraphing to group related material, focusing on a theme or topic**
- Begin to use pronouns or nouns within and across sentences to aid cohesion
- ✓ **Use inverted commas mostly accurately for direct speech**
- ✓ **Use the apostrophe for singular possession, (*e.g. The girl's name*)**
- Use standard English forms sometimes correctly (e.g. *we were instead of we was, I did instead of I done*)

Spelling

- Spell many homophones and near homophones from the Y3/4 appendix
- ✓ **Spell many words in the yr3/4 NC list and majority of focus spelling rules in appendix 1**
- Begin to spell correctly common prefixes and suffixes

Handwriting

- ✓ **Develop legible joined and fluent handwriting**

Evaluate and Edit

- ✓ **Identify some spelling and most punctuation errors and make some changes to grammar and vocabulary**

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Working at the *expected standard* in Year 4

The pupil can:

Composition

- ✓ **In narratives, create increasingly effective settings, characters and plot**
- ✓ **In non-narrative work, use organisational devices such as headings and sub headings with increasing effect**
- Draw upon material read
- Write in a range of genre forms

Grammar and Punctuation

- ✓ **Use fronted adverbials (*e.g. Later that day*) with a comma mostly correctly**
- Use paragraphing to organise ideas around a theme
- Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition
- ✓ **Use inverted commas and other punctuation to indicate direct speech mostly correctly (*e.g. comma after the reporting clause, punctuation within inverted commas: The conductor shouted, "Sit down! "*)**
- ✓ **Use a new line for a new speaker when writing direct speech**
- ✓ **Use apostrophes to mark plural possession (*e.g. The girl's name, the girls' names*)**
- Understand and use specific Y4 terminology (*determiner, pronoun, possessive pronoun, adverbial*)

Spelling

- ✓ **Spell most of the homophones and near homophones from the Y3/4 appendix**
- ✓ **Spell most of the words in the yr3/4 NC list and majority of focus spelling rules in appendix 1**
- Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ous, -cian
- Spell mostly correctly words that contain the I sound spelt with a y (*e.g. Egypt, gym, myth*)
- Spell mostly correctly words that contain the k sound spelt ch (*e.g. chemist, echo, character*)
- Spell mostly correctly words with the sh sound spelt ch (*e.g. chef, machine, brochure*)
- Spell mostly correctly words with the g sound spelt gue and the k sound spelt que (*e.g. tongue, antique, league, unique*)
- Spell the u sound spelt ou (*e.g. young, touch, double*)
- ✓ **Use standard English forms mostly correctly (e.g. *we were instead of we was, I did instead of I done*)**
- Use the first two letters of a word to check its spelling in a dictionary

Handwriting

- ✓ **Increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders**

Evaluate and Edit

- Assess the effectiveness of their own and others' writing and suggest improvements
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ✓ **Proof read for spelling and punctuation errors**

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Working at *greater depth* in Year 4

The pupil can:

Composition

- ✓ **Write narratives with controlled and considered development of setting, character, plot and detailed descriptions**
- Develop mood and atmosphere, considering the effect on the reader
- Write confidently in a range of genre forms
- ✓ **Make appropriate and ambitious vocabulary and grammar choices to interest and entertain the reader and create effect**
- ✓ **Understand and effectively use figurative language, including similes and metaphors**

Grammar and Punctuation

- Consistently use paragraphs to structure writing, showing a change of time
- ✓ **In non-narrative, use a wide range of organisational devices to inform and engage an intended audience (headings, sub-headings, bullet points for a list, numbers for stages, captions for pictures)**
- ✓ **Use a wide range of punctuation correctly: FS CL ? ! commas in lists and apostrophes to mark contraction and the possession of singular nouns**
- Use inverted commas to punctuate direct speech mostly correctly

Spelling

- ✓ **Spell many of the homophones and near homophones from the Y3/4 appendix**
- ✓ **Spell many of the words in the yr3/4 NC list and majority of focus spelling rules in appendix 1**
- Spell words with the s sound spelt sc (*e.g. science, crescent, scene, fascinate*)
- Spell words with the ay sound spelt ei, eigh or ey (*e.g. vein, eight, obey, neighbour*)

Handwriting

- Increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders

Evaluate and Edit

- Assess the effectiveness of their own and others' writing and suggest improvements
- ✓ **Propose many changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences**
- ✓ **Proof read for spelling and punctuation errors**

✓ Essential Elements statements

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Greater Depth Counts: Year 4

Characteristics

The pupil can;

- **Demonstrate good awareness of audience for their writing**
- **Choose vocabulary and structures appropriately for purpose and to engage as well as develop mood and atmosphere**
- **Consider appropriate word choices to enhance description, events, emotion or tension**
- **Use technical vocabulary appropriately and purposefully**
- **Use different sentence types and varied word order to create specific effect**
- **Link paragraphs explicitly to guide the reader through the text**
- **Sustain a clear 'writer's voice' throughout**
- **Capture and keep and develop ideas from quality texts**

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Writing Assessment Counts: Year 5

Working towards the expected standard in Year 5

The pupil can:

Composition

- write for a range of purposes

Plan their writing by:

- Identifying the audience for and purpose of the writing
- ✓ **In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed**

Draft and write by:

- In narratives, describing setting, characters and atmosphere
- ✓ **Begin to use dialogue to convey character**

Grammar and Punctuation

- ✓ **Use a wide range of punctuation correctly: full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession and inverted commas**

Spelling

- ✓ **Spell correctly most words from the year 3 / year 4 spelling list, and begin to spell correctly some words from the year 5 / year 6 spelling list**

Handwriting

- ✓ **write legibly and fluently**

Evaluate and Edit

- Assessing the effectiveness of their own and others' writing
- ✓ **Proposing some changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning**
- ✓ **Ensuring the consistent and correct use of tense throughout a piece of writing**
- Proof read for spelling and punctuation errors

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Working at the *expected standard* in Year 5

The pupil can:

Composition

- Identify the audience for and purpose of the writing

Plan their writing by:

- ✓ **Noting and developing initial ideas drawing on reading**
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- ✓ **Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning**
- ✓ **In narratives, describing setting, characters and atmosphere and using dialogue to sometimes convey character and advance the action**
- Précising longer passages
- ✓ **Using further organisational and presentational devices to structure text and to guide the reader (*e.g. headings, bullet points, underlining*)**
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Grammar and Punctuation

- ✓ **Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun**
- ✓ **Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)**
- Use devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) and use adverbials of time and number to link ideas across paragraphs
- ✓ **Use brackets, dashes or commas to indicate parenthesis**
- Use commas to clarify meaning or avoid ambiguity
- ✓ **Understand and use specific year 5 terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**

Spelling

- ✓ **Spell correctly most words from the year 3 / year 4 spelling list and some words from the year 5 / year 6 spelling list**
- Can convert nouns or adjectives into verbs using suffixes (e.g. ate, ise, ify)
- Spell words with the following patterns; -cious, -tious, -cial, -tial, -able, -ably, -ibly, -ant, -ance/ancy, -ation
- Adding suffixes beginning with vowel letters to words ending in –fer
- Words with the sound spelt ei after c (*e.g. deceive, ceiling*)
- Words containing the letter string –ough
- Words with silent letters (*e.g. doubt, island, thistle*)

Handwriting

- ✓ **Write legibly and fluently**

Evaluate and Edit

- ✓ **Assessing the effectiveness of their own and others' writing**
- Proposing changes necessary to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ **Ensuring the consistent and correct use of tense throughout a piece of writing**
- Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree
- ✓ **Proof read for spelling and punctuation errors**
- Use a thesaurus to select more focused language

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Working at *greater depth* in Year 5

The pupil can:

Composition

- ✓ **In narratives, describing setting, characters and atmosphere and integrating dialogue to convey character and advance the action**
- ✓ **Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)**
- ✓ **Distinguish between the language of speech and writing and choose the appropriate register**

Grammar and Punctuation

- ✓ **Confidently use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)**

Spelling

- ✓ **Spell correctly most words from the year 3 / year 4 spelling list spell correctly and some words from the year 5 / year 6 spelling list**

Handwriting

- ✓ **Write legibly and fluently with increasing speed**

Evaluate and Edit

- ✓ **Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning**
- Distinguishing between the language of speech and writing and choosing the appropriate register

✓ **Essential Elements statements within each standard**

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Greater Depth Counts: Year 5

Characteristics

The pupil can;

- **Articulate a clear purpose and write for an audience**
- **Engage the reader through a range of literary devices, such as use of figurative language**
- **Use levels of formality are appropriate to the text**
- **Consistently use standard English**
- **Use clearly constructed paragraphs which guide the reader through the text**
- **Confidently manipulate sentences for effect**
- **Add detail by adding literary devices such as expanding noun phrases, effective sentence openers and rich vocabulary**

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Writing Assessment Counts: Year 6

Working towards the expected standard in Year 6

The pupil can:

Composition

- Draw upon material read
- ➢ **Write for a range of purposes**
- ➢ **In narratives, describe settings and characters**
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Grammar and Punctuation

- ➢ **Use paragraphs to organise ideas**
- Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use some of the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- Use of the colon to introduce a list and the semi-colon within lists
- Punctuation of bullet points to list information
- ➢ **In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points, columns, tables)**
- ➢ **Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly**
- Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)

Spelling

- ➢ **Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list**
- Use a thesaurus efficiently

Handwriting

- ➢ **Write legibly**

Evaluate and Edit

- Use a thesaurus to select more focused language
- Assessing the effectiveness of their own and others' writing
- Proposing some changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree
- Proof read for spelling and punctuation errors

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Working at the *expected standard* in Year 6

The pupil can:

Composition

- Draw upon material read
- Plan their writing by identifying the audience for and purpose of the writing
- ➢ **Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)**
- ➢ **In narratives, describe settings, characters and atmosphere**
- ➢ **Integrate dialogue in narratives to convey character and advance the action**
- Distinguish between the language of formal and informal speech
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Grammar and Punctuation

- ➢ **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 the perfect form of verbs to mark relationships of time and cause
- Use expanded noun phrases to convey complicated information concisely
- ➢ **Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms**, figurative language**) within and across paragraphs**
- Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little)
- Use the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse/The window in the greenhouse was broken.)
- ➢ **Use verb tenses consistently and correctly throughout their writing**
- ➢ **Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)**
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)
- Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)

Spelling

- Spell words with the following patterns; (-anc, -ancy, -ent, -ence, -ency,
- Use the hyphen to join a prefix to a root word e,g, co-ordinate, re-enter)
- Understand and use a range of homophones and other words that are often confused (e.g. advise/advice, practise/practice, heard/herd, mourning/morning)
- ➢ **Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary**

Handwriting

- ➢ **Maintain legibility in joined handwriting when writing at speed**

Evaluate and Edit

- Assessing the effectiveness of their own and others' writing
- Proposing *most* changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree)
- Distinguishing between the language of speech and writing and choosing the appropriate register
- Proof read for spelling and punctuation errors

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Working at *greater depth* in Year 6

The pupil can:

Composition

- **Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)**
- **Distinguish between the language of speech and writing and choose the appropriate register**
- **Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this**
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear
- Use a thesaurus to select more focused language

Grammar and Punctuation

- **Use the 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.**

Evaluate and Edit

- Evaluate and edit by assessing the effectiveness of their own and others' writing
- Propose necessary changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning consistently
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

NB There are no additional statements for Handwriting and Spelling within this standard

➢ 2018 TAF statements

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Greater Depth Counts: Year 6

Characteristics

- **Make their own choices about purpose and audience**
- **Engages the reader by maintaining a clear purpose**
- **Develop an individual voice and style as a writer**
- **Produce well-crafted shorter pieces of writing**
- **Produce consistent and sustained longer pieces**
- **Word choices are precise and selected for the purpose and audience**
- **Use a range of structures and literary devices to create specific intended effects**
- **Use accurate punctuation to clarify meaning**

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Writing Assessment Counts: Year 1

✓ **Essential Elements**

Name of pupil:

Working towards the expected standard

The pupil can after discussion with the teacher:	A	B	C	D	E	F	Collection
Composition							
✓ **Draw upon what they have read**							
• Say out loud what they are going to write about							
✓ **Compose a sentence orally before writing it (with support)**							
• Read some of their writing aloud							
Grammar and Punctuation							
✓ **Join words together to make a coherent sentence**							
✓ **Join words and clauses using 'and'**							
✓ **Separate words in writing using spaces some of the time**							
• Use capital letters for names of people and the personal pronoun I some of the time							
✓ **Begin to use some capital letters, full stops, and/or question marks and exclamation marks to demarcate sentences**							
• Understand and use specific Y1 terminology (letter, capital letter, word, sentence, full stop, question mark, exclamation mark)							

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Spelling							
✓ **Spell some words containing each of the 40+ phonemes**							
✓ **Spell some common exception words**							
✓ **Spell some days of the week**							
• Spell the consonant digraphs and vowel digraphs used in reception							
• Segment spoken words into sounds before choosing graphemes to represent the sound							
• Some of the sounds taught in year 1 (English Appendix Spelling)							
• Use regular plural noun suffix – s (e.g. dog, dogs)							
✓ **Name the letters of the alphabet in order using letter names and the sounds**							
Handwriting							
✓ **Sit correctly at a table, holding the pencil comfortably and correctly**							
✓ **Begin to form some lower case letters in the right direction, starting and finishing in the right place**							
✓ **Begin to form capital letters and digits 0 - 9**							
Evaluate and Edit							
✓ **Discuss what has been written with a teacher/other pupil**							
✓ **Change some errors made in learned graphemes in discussion with a teacher e.g. My fut is big becomes My foot is big**							

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Writing Assessment Counts: Year 1

✓ **Essential Element**

Name of pupil:

Working at the *expected standard*

The pupil can after discussion with the teacher:	A	B	C	D	E	F	Collection
Composition							
• Draw upon what they have read							
✓ **Orally rehearse a sentence before writing them**							
✓ **Sequence sentences to form short narratives**							
• Read their writing aloud clearly enough to be heard by their peers and the teacher							
Grammar and Punctuation							
• Join words together to make a coherent sentence							
• Leave spaces between words							
• Join words and clauses using *and*							
• Can separate words in writing using spaces most of the time							
✓ **Use capital letters for names of people, some places, some days of the week and the personal pronoun I mostly correctly**							
✓ **Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly**							
• Understand and use specific Y1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)							

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Spelling							
✓ **Spell most words containing each of the 40+ phonemes**							
✓ **Spell most common exception words**							
✓ **Spell most days of the week**							
• Spell most of the sounds taught in year 1 (English Appendix Spelling)							
• Spell words with adjacent consonants							
✓ **Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping helped, helper) and –est where no change is needed in the spelling of the root word**							
✓ **Use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing)**							
✓ **Begin to use regular plural noun suffixes – s/es (e.g. dog, dogs, wish, wishes)**							
Handwriting							
• Sit correctly at a table, holding the pencil comfortably and correctly							
• Form lower case letters in the right direction, starting and finishing in the right place							
• Form capital letters and digits 0 – 9							
✓ **Begin to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)**							
Evaluate and Edit							
• Discuss what has been written with a teacher/other pupils							

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• Re-read what they have written to check it makes sense							
✓ **Change some errors with support and some independently**							

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Writing Assessment Counts: Year 1

✓ **Essential Elements**

Name of pupil:

Working at *greater depth*

The pupil can after discussion with the teacher:	A	B	C	D	E	F	Collection
Composition							
• Draw upon what they have read							
✓ **Begin to write for different purposes such as real events, poetry, narratives and personal experiences**							
• Sequence sentences confidently to form short narratives							
✓ **Produce more extended pieces of writing to demonstrate greater coherence**							
Grammar and Punctuation							
• Use capital letters for names of people, places, the days of the week and the personal pronoun I mostly correctly							
• Use many capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy and control OR mostly correctly							
✓ **Beginning to develop a greater range of conjunctions (e.g. because, but)**							
• Understand and use specific Y1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark)							
Spelling							

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✓ **All of the sounds taught in year 1 (English Appendix Spelling) with occasional error**							
Handwriting							
• Sit correctly at a table, holding the pencil comfortably and correctly							
• Form lower case letters in the right direction and of a relative size to each other, starting and finishing in the right place (Yr2)							
• Form capital letters and digits 0 – 9 fluently							
✓ **Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)**							
Evaluate and Edit							
• Discuss what has been written with a teacher/other pupils							
• Re-read what they have written to check it makes sense							
✓ **Change some errors with increased independence**							

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Writing Assessment Counts: Year 2

➢ **2018 TAF statements in bold**

Name of pupil:

Working towards the expected standard

The pupil can after discussion with the teacher:	A	B	C	D	E	F	Collection
Composition							
• Plan and say out loud what they will write about							
• Write ideas and key words including vocabulary							
• Encapsulate what they want to say sentence by sentence to aid the reader							
➢ **Write sentences that are sequenced to form a short narrative (real or fictional)**							
• Write poetry and write for different purposes							
• Understand and use specific year 2 terminology (noun, statement, question, exclamation, command, suffix, adjective, past tense, present tense,)							
Grammar and Punctuation							
➢ **Demarcate some sentences with capital letters and full stops**							
• Use co-ordination (e.g. and / but) and some subordination (e.g. if / because) to join clauses							
Spelling							

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➢ **Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others**							
➢ **Spell some common exception words**							
• Nouns using suffixes using ness/er and by compounding (e.g. whiteboard, superman)							
• Form adjectives using suffixes using –ful, -less							
• Use suffixes er/est							
• Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling some correctly							
• Spell some contracted forms correctly							
Handwriting							
➢ **Form lower-case letters in the correct direction, starting and finishing in the right place**							
➢ **Form lower-case letters of the correct size relative to one another in some of their writing**							
• Form capital letters and digits of the correct size and orientation to each other and to lower case letters							
➢ **Use spacing between words**							
Evaluate and Edit							
• Make some simple additions, revisions and corrections to their own writing by: evaluating their writing with a teacher and other pupils							

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Writing Assessment Counts: Year 2

- **2018 TAF statements in bold**

Name of pupil:

Working at the *expected standard*

The pupil can after discussion with the teacher:	A	B	C	D	E	F	Collection
Composition							
• Plan and say out loud what they will write about							
• Write poetry and write for different purposes							
• Write ideas and key words including vocabulary							
• Encapsulate what they want to say sentence by sentence to aid cohesion							
➢ **Write simple, coherent narratives about personal experiences and those of others (real or fictional)**							
➢ **Write about real events, recording these simply and clearly**							
• Read aloud what they have written with appropriate intonation to make the meaning clear							
Grammar and Punctuation							
➢ **Demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required** (with increasing accuracy)							
• Use sentences with different forms: statement, question, exclamation, command							
• Use some expanded noun phrases to describe and specify							
• Use the singular apostrophe for possession							
• Use commas in a list							
• Use apostrophes for possession and contractions							

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➢ **Use present and past tense mostly correctly and consistently**							
➢ **Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses**							
• Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. he is drumming, she is shouting)							
• Understand and use specific Year 2 terminology (*noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma*)							
Spelling							
➢ **Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others**							
➢ **Spell many common exception words**							
• Add suffixes to spell some words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)							
• Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly							
• Spell some contracted forms correctly							
• Spell some common homophones and **near** homophones correctly							
Handwriting							
➢ **Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**							
➢ **Use spacing between words that reflects the size of the letters**							
Evaluate and Edit							
• Make simple additions, revisions and corrections to their own writing by: evaluating their writing with a teacher and other pupils							
• Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently							

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Writing Assessment Counts: Year 2

- **2018 TAF statements in bold**

Name of pupil:

Working at *greater depth*

The pupil can after discussion with the teacher:	A	B	C	D	E	F	Collection
Composition							
➢ **Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing**							
• Read aloud what they have written with appropriate intonation to make the meaning clear							
• Understand and use specific year 2 terminology (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma)							
Grammar and Punctuation							
➢ **Use the punctuation taught at Key Stage 1 mostly correctly**							
• Use expanded noun phrases to describe and specify *appropriately*							
• In a range of writing use subordination (e.g. when / if / that / because) to join clauses confidently and appropriately							
Spelling							
➢ **Spell most common exception words**							
• Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling most correctly							

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• Spell most common homophones and some near homophones correctly							
• Spell many contracted forms correctly							
➢ **Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)**							
Handwriting							
➢ **Use the diagonal and horizontal strokes needed to join some letters.**							
Evaluate and Edit							
➢ **Make simple additions, revisions and proof-reading corrections to their own writing**							
• Evaluate their writing with a teacher and other pupils							
• Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently							

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Writing Assessment Counts: Year 3

✓ **Essential Element**

Name of pupil:

Working towards the expected standard

The pupil can:	A	B	C	D	E	F	Collection
Composition							
• Discuss, record and orally rehearse their ideas before writing including dialogue							
• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar							
• Organise ideas into paragraphs							
✓ **Structure text types across a range of genres mostly correctly**							
• Use present and past tense forms of verbs mostly correctly							
✓ **Use noun phrases expanded by the addition of a modifying adjective, nouns and prepositional phrases (e.g. *The rainbow coloured fish jumped out of the deep water*.)**							
• Use coordinate conjunctions (*and, but, or, so*) and subordinate conjunctions (*when, if, that, because*) to extend sentences							
✓ **Expressing time, place and cause using adverbs (*e.g. then, next*) and prepositions (*e.g. before, in*)**							
• Draw upon material read							
Grammar and Punctuation							
✓ **Demarcate most sentences with full stops, mostly correctly**							
✓ **Demarcate most sentences with capital letters, mostly correctly**							

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• Use question marks mostly correctly, with mostly correctly							
• Use exclamation marks mostly correctly, with mostly correctly							
✓ **Use apostrophes for commonly contracted forms e.g. I'm, don't, you'll, we're**							
Spelling							
• Add suffixes to spell most words correctly in their writing (from KS1): -ing, -ed, -est, -y, -ment, -ness, -ful, -less, -ly							
✓ **Spell most common exception words from Year 2**							
✓ **Spell all homophones/near homophones from the Year 2 list, i.e. there/their/they're, here/hear, quite/quiet, sea/see, bear/bare, one/won, sun/son, to/too/two, be/bee, blue/blew and knight/night**							
• Use the forms a/an according to whether the next word begins with a consonant or a vowel							
• Use the first letter of a word to check its spelling in a dictionary							
Handwriting							
• Use diagonal and horizontal strokes to join letters in most of their writing							
✓ **From Year 2 EXS - form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**							
Evaluate and Edit							
✓ **With support identify some spelling and punctuation errors and make some corrections**							

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Writing Assessment Counts: Year 3

✓ Essential Element

Name of pupil:

Working at the *expected standard*

The pupil can:	A	B	C	D	E	F	Collection
Composition							
✓ **Write narratives, describing setting and characters within a storyline or plot**							
✓ **Use paragraphing to group related material, focusing on a theme or topic**							
✓ **In non-narrative, use simple organisational devices (heading and subheadings)**							
• Use the present perfect form of verbs instead of the simple past (*e.g. 'He has gone out to play' in contrast to 'He went out to play.'*)							
✓ **Extend sentences using a wider range of conjunctions other than those stated in the working towards standard**							
✓ **Express time, place and cause using conjunctions (*e.g. before, after, while*), adverbs (*e.g. soon, therefore*) and prepositions (*e.g. before, after, during, because of*)**							
• Understand and use specific year 3 terminology (*preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas and speech marks*)							
• Draw upon material read							
• Use, when appropriate, figurative language included metaphors and similes							
Grammar and Punctuation							
• Demarcate sentences with full stops, with occasional errors							

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• Demarcate sentences with capital letters, with occasional errors							
✓ **Use question marks and exclamation marks mostly correctly, with occasional error**							
• Use apostrophes consistently to mark the possession of singular nouns							
✓ **Begin to use inverted commas to punctuate direct speech**							
Spelling							
• Spell mostly correctly, words with prefixes: sub-, super-, anti-, auto-, inter-, un-, dis-, mis-, in-, il-, im-, ir-, re-.							
• Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ed and er							
✓ **Spell many of the words in the yr3/4 NC list**							
✓ **Spell many of the homophones and near homophones from the Y3/4 appendix**							
• Begin to explore and understand how word families are based upon common words and are related in form and meaning e.g. solve, solution, insoluble							
• Use the first two letters of a word to check its spelling in a dictionary							
• Begin to build a varied and rich vocabulary							
Handwriting							
✓ **Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.**							
Evaluate and Edit							
• Evaluate the effectiveness of their own and others' writing							
✓ **Identify some spelling and punctuation errors and make some changes to grammar and vocabulary**							

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Writing Assessment Counts: Year 3

✓ Essential Element

Name of pupil:

Working at *greater depth*

The pupil can:	A	B	C	D	E	F	Collection
Composition							
✓ Write narratives with controlled and considered development of character, plot and detailed description							
✓ Use with confidence different sentence types							
✓ Make appropriate and ambitious vocabulary and grammar choices to interest and entertain the reader and create intended effect							
✓ Consistently use paragraphs to structure writing							
✓ In non-narrative, use a wide range of organisational devices to inform and engage an intended audience (headings, sub-headings, bullet points for a list, numbers for stages, captions for pictures)							
Grammar and Punctuation							
✓ Use a wide range of punctuation correctly: FS CL ? ! commas in lists and apostrophes to mark contraction and the possession of singular nouns							
✓ Use inverted commas to punctuate direct speech mostly correctly							
Spelling							

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• Use the first three or more letters of a word to check its spelling in a dictionary							
Handwriting							
• Further develop joined handwriting							
Evaluate and Edit							
✓ **Identify most spelling and punctuation errors and edit work, making improvements to grammar and vocabulary**							

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Writing Assessment Counts: Year 4

✓ **Essential Element**

Name of pupil:

Working towards the expected standard

The pupil can:	A	B	C	D	E	F	Collection
Composition							
• Discuss, record and orally rehearse their ideas before writing including dialogue							
✓ **Write narratives, describing setting and characters within a storyline or plot**							
• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar							
• Write narratives, describing setting and characters within a storyline or plot							
✓ **Write, with increasing confidence, a range of genre forms**							
✓ **In non-narrative work, use simple organisational devices such as headings and sub-headings**							
• Draw upon material read							
Grammar and Punctuation							
• Begin to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (*e.g. The teacher is expanded to; the strict Maths teacher with curly hair*)							
✓ **Begin to use fronted adverbials (*e.g. Later that day*) sometimes followed by a comma**							
✓ **Use paragraphing to group related material, focusing on a theme or topic**							
• Begin to use pronouns or nouns within and across sentences to aid cohesion							

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✓ **Use inverted commas mostly accurately for direct speech**							
✓ **Use the apostrophe for singular possession, (*e.g. The girl's name*)**							
• Use standard English forms sometimes correctly (e.g. *we were instead of we was, I did instead of I done*)							
Spelling							
• Spell many homophones and near homophones from the Y3/4 appendix							
✓ **Spell many words in the yr3/4 NC list and majority of focus spelling rules in appendix 1**							
• Begin to spell correctly common prefixes and suffixes							
Handwriting							
✓ **Develop legible joined and fluent handwriting**							
Evaluate and Edit							
✓ **Identify some spelling and most punctuation errors and make some changes to grammar and vocabulary**							

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Writing Assessment Counts: Year 4

✓ Essential Element

Name of pupil:

Working at the *expected standard*

The pupil can:	A	B	C	D	E	F	Collection
Composition							
✓ **In narratives, create increasingly effective and complex settings, characters and plot**							
✓ **In non-narrative work, use organisational devices such as headings and sub headings with increasing effect**							
• Draw upon material read							
• Write in a range of genre forms							
Grammar and Punctuation							
✓ **Use fronted adverbials (*e.g. Later that day*) mostly correctly with a comma**							
• Use paragraphing to organise ideas around a theme							
• Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition							
✓ **Use inverted commas and other punctuation to indicate direct speech mostly correctly (*e.g. comma after the reporting clause, punctuation within inverted commas: The conductor shouted, "Sit down!* ")**							
✓ **Use a new line for a new speak when writing direct speech**							
✓ **Use apostrophes to mark plural possession (*e.g. The girl's name, the girls' names*)**							
• Understand and use specific Y4 terminology (*determiner, pronoun, possessive pronoun, adverbial*)							

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Spelling							
✓ **Spell most of the homophones and near homophones from the Y3/4 appendix**							
• **Spell most of the words in the yr3/4 NC list and majority of focus spelling rules in appendix 1**							
• Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ous, -cian							
• Spell mostly correctly words that contain the I sound spelt with a y (*e.g. Egypt, gym, myth*)							
• Spell mostly correctly words that contain the k sound spelt ch (*e.g. chemist, echo, character*)							
• Spell mostly correctly words with the sh sound spelt ch (*e.g. chef, machine, brochure*)							
• Spell mostly correctly words with the g sound spelt gue and the k sound spelt que (*e.g. tongue, antique, league, unique*)							
• Spell the u sound spelt ou (*e.g. young, touch, double*)							
✓ **Use standard English forms mostly correctly (e.g. *we were instead of we was, I did instead of I done*)**							
• Use the first two letters of a word to check its spelling in a dictionary							
Handwriting							
✓ **Increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders**							
Evaluate and Edit							
• Assess the effectiveness of their own and others' writing and suggest improvements							
• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences							

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✓ **Proof read for spelling and punctuation errors**							

Writing Assessment Counts: Year 4

✓ **Essential Element**

Name of pupil:

Working at *greater depth*

The pupil can:	**A**	**B**	**C**	**D**	**E**	**F**	**Collection**
Composition							
✓ **Write narratives with controlled and considered development of character, plot and detailed description**							
• Develop mood and atmosphere, considering the effect on the reader							
• Write confidently in a range of genre forms							
✓ **Make appropriate and ambitious vocabulary and grammar choices to interest and entertain the reader and create effect**							
✓ **Understand and effectively use figurative language, including similes and metaphors**							
Grammar and Punctuation							
• Consistently use paragraphs to structure writing, showing a change of time							
✓ **In non-narrative, use a wide range of organisational devices to inform and engage an intended audience (headings, sub-headings, bullet points for a list, numbers for stages, captions for pictures)**							
✓ **Use a wide range of punctuation correctly: FS CL ? ! commas in lists and apostrophes to mark contraction and the possession of singular nouns**							

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• Use inverted commas to punctuate direct speech mostly correctly							
Spelling							
✓ **Spell many of the homophones and near homophones from the Y3 / Y4 appendix**							
✓ **Spell many of the words in the Y3 / Y4 NC list and majority of focus spelling rules in appendix 1**							
• Spell words with the s sound spelt sc (*e.g. science, crescent, scene, fascinate*)							
• Spell words with the ay sound spelt ei, eigh or ey (*e.g. vein, eight, obey, neighbour*)							
Handwriting							
• Increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders							
Evaluate and Edit							
• Assess the effectiveness of their own and others' writing and suggest improvements							
✓ **Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences**							
✓ **Proof read for spelling and punctuation errors**							

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Writing Assessment Counts: Year 5

✓ Essential Element

Name of pupil:

Working towards the expected standard

The pupil can:	A	B	C	D	E	F	Collection
Composition							
• Write for a range of purposes							
• Plan writing by identifying audience for and purpose of the writing							
✓ **In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed**							
• In narratives, describing setting, characters and atmosphere							
✓ **Begin to use dialogue to convey character**							
Grammar and Punctuation							
✓ **Use a wide range of punctuation correctly: full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession and inverted commas**							
Spelling							
✓ **Spell correctly most words from the year 3 / year 4 spelling list, and begin to spell correctly some words from the year 5 / year 6 spelling list**							
Handwriting							
✓ **Write legibly and fluently**							

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Evaluate and Edit							
• Assessing the effectiveness of their own and others' writing							
✓ **Proposing some changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning**							
✓ **Ensuring the consistent and correct use of tense throughout a piece of writing**							
• Proof read for spelling and punctuation errors							

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Writing Assessment Counts: Year 5

✓ **Essential Element**

Name of pupil:

Working at the *expected standard*

The pupil can:	A	B	C	D	E	F	Collection
Composition							
• Identify the audience for and purpose of the writing							
✓ **Plan writing by noting and developing initial ideas drawing on reading**							
• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed							
✓ **Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning**							
✓ **In narratives, describing setting, characters and atmosphere and using dialogue to sometimes convey character and advance the action**							
• Précising longer passages							
• **Using further organisational and presentational devices to structure text and to guide the reader (*e.g. headings, bullet points, underlining*)**							
• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear							
Grammar and Punctuation							
✓ **Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun**							
✓ **Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)**							
• Use devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) and use adverbials of time and number to link ideas across paragraphs							
✓ **Use brackets, dashes or commas to indicate parenthesis**							

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• Use commas to clarify meaning or avoid ambiguity							
✓ **Understand and use specific year 5 terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity**							
Spelling							
✓ **Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list**							
• Can convert nouns or adjectives into verbs using suffixes (e.g. ate, ise, ify)							
• Spell words with the following patterns; -cious, -tious, -cial, -tial, -able, -ably, -ibly, -ant, -ance/ancy, -ation							
• Adding suffixes beginning with vowel letters to words ending in –fer							
• Words with the sound spelt ei after c (*e.g. deceive, ceiling*)							
• Words containing the letter string –ough							
• Words with silent letters (*e.g. doubt, island, thistle*)							
Handwriting							
✓ **Write legibly and fluently**							
Evaluate and Edit							
✓ **Assessing the effectiveness of their own and others' writing**							
✓ Proposing *some* changes necessary to vocabulary, grammar and punctuation to enhance effects and clarify meaning							
✓ **Ensuring the consistent and correct use of tense throughout a piece of writing**							

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✓ Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree							
✓ **Proof read for spelling and punctuation errors**							
✓ Use a thesaurus to select more focused language							

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Writing Assessment Counts: Year 5

✓ Essential Element

Name of pupil:

Working at *greater depth*

The pupil can:	A	B	C	D	E	F	Collection
Composition							
✓ In narratives, describing setting, characters and atmosphere and integrating dialogue to convey character and advance the action							
✓ Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)							
✓ Distinguish between the language of speech and writing and choose the appropriate register							
Grammar and Punctuation							
✓ Confidently use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)							
Spelling							
✓ Spell correctly most words from the year 3 / year 4 spelling list correctly and some words from the year 5 / year 6 spelling list							
Handwriting							
✓ Write legibly and fluently with increasing speed							
Evaluate and Edit							

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✓ **Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning**							
• Distinguishing between the language of speech and writing and choosing the appropriate register							

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Writing Assessment Counts: Year 6

➢ **2018 TAF statements in bold**

Name of pupil:

Working towards the expected standard

The pupil can:	A	B	C	D	E	F	Collection
Composition							
• Draw upon material read							
➢ **Write for a range of purposes**							
➢ **In narratives, describe settings and characters**							
• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear							
Grammar and Punctuation							
➢ **Use paragraphs to organise ideas**							
• Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs							
• Use some of the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)							
• Use of the colon to introduce a list and the semi-colon within lists							
• Punctuation of bullet points to list information							
➢ **In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points, columns, tables)**							
➢ **Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly**							

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➢ Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)							
Spelling							
➢ **Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list**							
✓ Spell correctly some words from the year 5 / year 6 spelling list and efficiently use a dictionary to check the spelling							
✓ Use a thesaurus efficiently							
Handwriting							
➢ **Write legibly**							
Evaluate and Edit							
✓ Use a thesaurus to select more focused language							
• Assessing the effectiveness of their own and others' writing							
• Proposing some changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning							
• Ensuring the consistent and correct use of tense throughout a piece of writing							
• Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree							
• Proof read for spelling and punctuation errors							

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Writing Assessment Counts: Year 6

➢ **2018 TAF statements in bold**

Name of pupil:

Working at the *expected standard*

The pupil can:	A	B	C	D	E	F	Collection
Composition							
• Draw upon material read							
• Plan their writing by identifying the audience for and purpose of the writing							
• Draw upon material read							
➢ **Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)**							
➢ **In narratives, describe settings, characters and atmosphere**							
➢ **Integrate dialogue in narratives to convey character and advance the action**							
• Distinguish between the language of formal and informal speech							
• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear							
Grammar and Punctuation							
➢ **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 the perfect form of verbs to mark relationships of time and cause							
• Use expanded noun phrases to convey complicated information concisely							

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➢ **Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms**, figurative language**) within and across paragraphs**							
• Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little)							
• Use the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse/The window in the greenhouse was broken.)							
➢ **Use verb tenses consistently and correctly throughout their writing**							
➢ **Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)**							
• Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)							
• Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)							
Spelling							
• Spell words with the following patterns; (-anc, -ancy, -ent, -ence, -ency,							
• Use the hyphen to join a prefix to a root word e,g, co-ordinate, re-enter)							
• Understand and use a range of homophones and other words that are often confused (e.g. advise/advice, practise/practice, heard/herd, mourning/morning)							
➢ **Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary**							
Handwriting							
➢ **Maintain legibility in joined handwriting when writing at speed**							
Evaluate and Edit							
• Assessing the effectiveness of their own and others' writing							
• Proposing *most* changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning							

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• Ensuring the consistent and correct use of tense throughout a piece of writing							
• Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree)							
• Distinguishing between the language of speech and writing and choosing the appropriate register							
• Proof read for spelling and punctuation errors							

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Writing Assessment Counts: Year 6

- **2018 TAF statements in bold**

Name of pupil:

Working at *greater depth*

The pupil can:	A	B	C	D	E	F	Collection
Composition							
➢ **Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)**							
➢ **Distinguish between the language of speech and writing and choose the appropriate register**							
➢ **Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this**							
• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear							
• Use a thesaurus to select more focused language							
Grammar and Punctuation							
➢ **Use the 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.**							
Evaluate and Edit							
• Evaluate and edit by assessing the effectiveness of their own and others' writing							
• Propose necessary changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning consistently							

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• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear							

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