

Name		Class of	
Writing: Transition			
Statements	0-9	10-18	19-23
Attainment	Transition Emerging	Transition Developing	Transition Secure



Writing assessment: 23 statements 5 KPIs		
1	Will tolerate hand manipulation to support handwriting grip.	
2	Will attempt to mark make independently.	
3	Draws lines and circles using gross motor movements.	
4	Can recognise mark making materials and uses them independently.	
5	Knows that print has meaning.	
6	<u>Can show some control in mark making.</u>	
7	Can write initial letter of own name.	
8	Can produce some recognisable letters.	
9	Will attempt to 'write' things, including own name, using random letters.	
10	<u>Can differentiate between different letters and numbers to 10.</u>	
11	Shows some awareness of sequencing letters. Represents some sounds correctly in sequence.	
12	<u>Will attempt to write own name with some accuracy.</u>	
13	Can copy over/under and model.	
14	Can imitate adults writing and understands the purpose e.g. making a register.	
15	Is aware of different purposes for writing.	
16	Can ascribe meaning to own mark making ('reads' what has been 'written').	
17	Know that English is read and written from left to right, top to bottom.	
18	<u>Can hold and use a pencil accurately using a standard grip.</u>	
19	Can write single letters or groups of letters which have meaning e.g. cvc words.	
20	Attempts to write a short sentence/simple statement in meaningful contexts using taught phonics knowledge e.g. I built a snowman.	
21	Can say what they want to write, speaking in clearly defined statements or sentences.	
22	Can spell some, single syllable words correctly in writing including many of the words in the reception high frequency list (phase 2 and some of phase 3).	
23	<u>Can write simple statements that can be read with some mediation and that make sense, although letter shapes and spelling may not be accurate.</u>	

Name		Class of	
Writing: Year 1			
Statements	7-10	11-16	17-19
Attainment	Year 1 Emerging	Year 1 Developing	Year 1 secure

Writing assessment: 19 statements 6 KPIs		
1	Can write own first name with appropriate upper and lower case letters (may not be accurate).	
2	<u>Writes simple regular words, some spelt correctly.</u>	
3	Always leaves spaces between words.	
4	Begins to make phonic attempts at words.	
5	Can spell CVC words (consonant, vowel, consonant e.g. sit / bag / cat) usually correctly.	
6	<u>Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc).</u>	
7	Can show some control over letter size, shape and orientation in writing.	
8	<u>Can say what writing says and means.</u>	
9	<u>Can produce own ideas for writing.</u>	
10	Can show some control over word order producing logical statements.	
11	Can spell most common words correctly (most R / Y1 High Frequency words and the words on Year 1 list in the N.C. Appendix 1).	
12	Can make recognisable attempts at spelling words not known, (almost all decodable without the child's help). (If all are spelt correctly, tick the criteria so as not to penalise the child).	
13	Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.)	
14	Can use simple adjectives to add detail (e.g. the red flower).	
15	<u>2 examples of simple conjunctions (and, but, so, because etc.) to join 2 simple sentences, thoughts, ideas etc.</u>	
16	Can use appropriate vocabulary, (should be coherent) in more than three statements.	
17	Can use logical phonic strategies when trying to spell unknown words in more than three statements.	
18	<u>Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.</u>	
19	Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language / must not be a retell).	

Name		Class of	
Writing: Year 2			
Statements	6-9	10-15	16-18
Attainment	Year 2 Emerging	Year 2 Developing	Year 2 Secure

Writing assessment: 18 statements 5 KPIs		
1	Can communicate ideas and meaning confidently in a series of sentences (may not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing, at least a paragraph in length).	
2	<u>Use simple adverbials to add detail (e.g. in the car).</u>	
3	Can provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a simple list).	
4	Can vary the structure of sentences to interest the reader, (manipulated sentences e.g. questions, direct speech or extend with a subordinate clause e.g. because, it, that).	
5	<u>Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and technical words used in a taught context only e.g. 'volcano' or 'evaporate').</u>	
6	The form of the text is sustained (can write at length, staying on task - close to a side of A4 at least).	
7	Can match organisation to purpose of the text.	
8	<u>Can usually maintain use of basic sentence punctuation (full stops followed by capital letters) in a piece close to a side of A4 in length. (May be on a shorter piece or may not be accurate for 2E)</u>	
9	Can spell most common words correctly and most of the Years R, 1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1.	
10	Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words, (if all spelling is correct in a long enough piece to be secure evidence – tick the criteria).	
11	<u>Can use connectives other than 'and' to join 2 or more simple sentences, thoughts, ideas etc (e.g. but, so, then, or, when, if, that, because).</u>	
12	Can use a range of punctuation, mainly correctly, including at least 3 of the following: full stop and capital letter; exclamation mark; question mark; commas in lists; apostrophe for simple contraction and for singular possession.	
13	Can make writing lively and interesting (e.g. consciously uses humour, varies sentence length or uses punctuation to create effect etc.).	
14	Can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing....).	
15	<u>Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g. a title – 'Big Billy Goat Gruff').</u>	
16	Can usually structure basic sentences correctly, including capitals and full stops in a longer piece.	
17	Can use accurate and consistent handwriting, (in print at minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).	
18	Uses past and present tenses correctly.	

Name		Class of	
Writing: Year 3			
Statements	6-9	10-17	18-21
Attainment	Year 3 Emerging	Year 3 Developing	Year 3 Secure

Writing assessment: 21 statements 7 KPIs

1	Can produce work which is organised (simple opening and ending), imaginative and clear.	
2	Can usually join handwriting.	
3	<u>Can use the chosen form consistently, including basic text features.</u>	
4	Can adapt the chosen form to the audience (e.g. provide information about the characters and setting, make a series of points).	
5	<u>Can use interesting and ambitious words sometimes (these should be words not usually used by a child of this age and technical words used in a taught context e.g. volcano, evaporate).</u>	
6	Can develop and extend ideas logically in a sequence of sentences (may still be overly detailed or brief).	
7	<u>Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas (e.g. when, because, if, after, while, also, as well).</u>	
8	Can usually use correct grammatical structures in sentences (verbs and nouns agree generally).	
9	Can use pronouns appropriately to avoid awkward repetition of nouns.	
10	<u>Can use most punctuation accurately, including at least 3 of the following; full stop and capital letter, question mark, exclamation mark, comma (list), apostrophe (contraction).</u>	
11	Can structure and organise work clearly (e.g. beginning, middle, end, dialogue structure).	
12	Beginning to use paragraphs.	
13	Can adapt form and style for purpose (e.g. formal or informal tone, abbreviated sentences in notes or diaries).	
14	<u>Can use fronted adverbials to open sentences (On the way, Above me, Later that day,).</u>	
15	<u>Can use adjectives and adverbs for description.</u>	
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (only sometimes for emerging) and most of the Y3 high frequency words and Y3 words in the NC appendix 1.	
17	<u>Can develop characters and describe settings, feelings and/or emotions.</u>	
18	Can link and relate events, including past, present and future (afterwards, before, also, after a while, eventually).	
19	Can attempt to give opinion, interest or humour through detail.	
20	If appropriate, can use generalising words for style (e.g. sometimes, never, always, often, mainly, most) and/or modal verbs/the conditional tense (e.g. might do it, may go, could rain).	
21	Beginning to develop a sense of pace (lively and interesting).	

Name		Class of	
Writing: Year 4			
Statements	6-9	10-15	16-19
Attainment	Year 4 Emerging	Year 4 Developing	Year 4 Secure

Writing assessment: 19 statements 7 KPIs		
1	Can write in a lively and coherent style.	
2	<u>Can use the chosen form confidently and independently, including basic text features.</u>	
3	<u>Can use interesting and ambitious words sometimes (these should be words not usually used by a child of this age and technical words used in a taught context).</u>	
4	Can organise ideas appropriately for both purpose and the reader (e.g. captions, headings, bullets, fonts, chapters, paragraphs, sequenced events, contextual and background information).	
5	<u>Can use a wide range of punctuation accurately, including at least 3 of the following; full stop and capital letter, question mark, exclamation mark, comma (list and clause), apostrophe (possession and omission).</u>	
6	Can write neatly, legibly and accurately, in a joined style.	
7	<u>Can extend sentences using more sophisticated conjunctions to clarify relationships between points and ideas (e.g. although, however, nevertheless, despite, contrary to, as well as).</u>	
8	Can use links to show time and cause (e.g. time conjunctions).	
9	Can open sentences in a wide range of ways for interest and impact.	
10	Can use paragraphs, although these may not always be accurate.	
11	Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).	
12	<u>Can use or attempt grammatically complex structures (e.g. expansion before and after the noun, subordinate clauses).</u>	
13	Can spell unfamiliar, regular, polysyllabic words accurately and most or all of the Y4 High Frequency words and Y4 words from the NC appendix 1.	
14	<u>Can use nouns, pronouns and tenses accurately and consistently throughout.</u>	
15	Can use apostrophes and/or inverted commas mainly accurately (if direct speech is not appropriate to the task, apostrophes alone can score the tick).	
16	<u>Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen (i.e. match purpose or style).</u>	
17	Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, and dialogue with audience).	
18	Can choose and use appropriate tone consistently throughout a piece of writing. Considers audience and purpose (e.g. formal or informal writing).	
19	Can develop ideas in creative and interesting ways (e.g. imaginative details about events, lively and interesting pace).	

Name		Class of	
Writing: Year 5			
Statements	7-10	11-17	18-20
Attainment	Year 5 Emerging	Year 5 Developing	Year 5 Secure

Writing assessment: 21 statements 8 KPIs		
1	Can produce well-structured and organised writing, which follows conventions in layout.	
2	<u>Can use the appropriate informal or formal style with confidence (e.g. conversational, standard English)</u>	
3	Can choose the correct audience and purpose for a piece of writing and use this accurately.	
4	<u>Can select from a wide range of known, imaginative and ambitious vocabulary, (should be words that are not usually used by a child of that age). Vocabulary must also be used precisely, with spelling almost always correct.</u>	
5	<u>Can use paragraphs consistently and appropriately.</u>	
6	<u>Can extend sentences using more sophisticated conjunctions (e.g. although, however, nevertheless, despite, contrary to, even though). Experiments with moving conjunction to start of sentence.</u>	
7	Can use different techniques to conclude work appropriately, (e.g. opinion, summary, clear resolution to a story).	
8	<u>Can consciously open sentences in a wide range of ways for interest and impact, (e.g. verbs, adverbs, prepositions, adverbial phrases).</u>	
9	<u>Can use complex sentence structures correctly. (e.g. sub-ordinate clauses, expansion before or after the noun).</u>	
10	Can use a wider range of punctuation, almost always accurately, including 3 or more of the following (as appropriate to the text): comma, apostrophe, bullet points, inverted commas, hyphen, brackets, colon or semi-colon.	
11	Can choose punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).	
12	Can write neatly, legibly and accurately in a flowing, joined, style.	
13	Can spell accurately in all but the most complex words, most of the Y5 High Frequency Words and the Year 5 words in the NC Appendix 1.	
14	Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child).	
15	Can use a range of techniques with confidence to interweave elements, (e.g. Narrative - action, dialogue, suspense. Non-fiction – quotations, formal tone, facts, observations).	
16	<u>Can vary sentence length and word order confidently to sustain interest.</u>	
17	Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, underlining, parenthesis, introduction).	
18	<u>Can use literary features for effect, (e.g. alliteration, onomatopoeia, figurative language, metaphors, similes).</u>	
19	Can interweave implicit and explicit links between sections.	
20	Can consciously use punctuation to show a division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide.	
21	Can show confident and established 'voice.'	

Name		Class of	
Writing: Year 6			
Statements	7-10	11-17	18-20
Attainment	Year 6 Emerging	Year 6 Developing	Year 6 Secure

Writing assessment: 20 statements 8 KPIs		
1	Can spell all vocabulary correctly, apart from rare technical or obscure words.	
2	Can open and close writing in interesting, or dramatic ways, to engage the reader.	
3	<u>Can use the full range of punctuation, accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis etc.</u>	
4	Can write neatly, legibly and accurately in a fluent, joined style.	
5	Can correctly use a wide range of conventions appropriate to the context, (e.g. paragraphs, sub-headings, addendum, contents).	
6	<u>Can consciously use a wide range of sophisticated conjunctions, (e.g. although, however, nevertheless, despite, contrary to, even though), adverbs, prepositions, verbs to open sentences.</u>	
7	<u>Can use clauses confidently and appropriately for audience and purpose.</u>	
8	Can use passive and modal verbs mostly appropriately.	
9	Can make implicit links within the text, (e.g. referring back to a point made earlier, or forward to more information or detail yet to come).	
10	Can use a range of techniques to interact or show an awareness of the reader, (e.g. action, dialogue, suspense, tension, direct comments).	
11	<u>Can adapt writing to the full range of purposes, always using an awareness of the audience.</u>	
12	<u>Can consciously vary the level of formality, depending on the audience and purpose.</u>	
13	Can sustain a convincing viewpoint throughout a piece of writing, (e.g. authoritative, expert, portrayal of character).	
14	<u>Can use a wide range of ambitious vocabulary accurately and precisely. (Should be words that are not usually used by a child of that age).</u>	
15	Can use 2 or more stylistic features to create effect within a text, (e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, impersonal voice).	
16	<u>Can use creative and varied sentence lengths and structures when appropriate, intermingling with simple structures for effect.</u>	
17	<u>Can always construct grammatically correct sentences, unless consciously using dialect for effect.</u>	
18	Can write with confidence, control and imagination, showing an established voice.	
19	Can use pertinent and precise detail as appropriate.	
20	Can summarise and organise material to support ideas and arguments with any necessary factual detail.	