

Year 3 Writing Assessment Criteria

Working at the Expected Standard												
GRAMMAR												
1	Use conjunctions, adverbs & prepositions to express time and cause e.g. next, then, soon, therefore, during, because of, after											
3	Maintain the correct tense (including perfect present tense) throughout a piece of writing											
PUNCTUATION												
4	Use the full range of punctuation taught from key stage one accurately - full stops, capital letters, exclamation marks and question marks											
5	Begin to use speech marks (inverted commas) to show the words being spoken (direct speech)											
6	Use apostrophes to mark singular possession and contractions.											
COMPOSITION												
7	In narratives- create settings, characters (feelings and/ or emotions) and plot											
8	Organise paragraphs loosely around a theme, series of sentences that may be disjointed											
9	In non narrative use headings and sub headings											
10	Extend the range of sentences with more than one clause by using a wider range of conjunctions – when, if, because, although											
11	Evaluate and edit work, showing awareness of spelling and vocabulary errors											
TRANSCRIPTION												
	Spelling											
12	Spell some of the statutory spelling words from the Y3/4 wordlist.											
	Handwriting											
13	Write legibly and consistently with joined up handwriting											
WRITING STAMINA												
14	Write independently for a sustained period of time.											
Working at Greater Depth												
1.	Write effectively for a range of purposes, varying the appropriate structure and organisation for effect											
2.	Draw independently on what they have read as models for their own writing (e.g. literary language and characterisation)											
3.	Independently organise paragraphs around a theme, with series of coherent sentences.											
4.	Use a range of punctuation, conjunctions, adverbs and prepositions precisely to enhance meaning and avoid ambiguity											

*'Begin to' and 'some' indicate that the knowledge/ skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet entirely consistent.

Year 4 Writing Assessment Criteria

Working at the Expected Standard										
GRAMMAR										
1	Use fronted adverbials									
2	Extend the range of sentences with more than one clause using a wider range of conjunctions, including when, if, because, although									
3	Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases									
4	Use standard English verb inflections accurately including the present perfect forms of verbs in contrast to the past tense									
PUNCTUATION										
5	Use full stops, capital letters, exclamation marks and question marks accurately									
6	Use all the necessary punctuation in direct speech mostly accurately									
7	Use commas after fronted adverbials and to mark a clause in a complex sentence									
COMPOSITION										
8	Write a range of sentences including shorter simple sentences and longer complex sentences which have more than one clause									
9	Write a range of narratives and non-fiction pieces using a consistent and appropriate structure									
10	Consistently organise writing into paragraphs around a theme									
TRANSCRIPTION										
Spelling										
11	Spell most of the statutory words from the Y3/4 wordlist									
Handwriting										
12	Right legibly and consistently with joined up handwriting									
WRITING STAMINA										
13	Write independently for a sustained period of time									
Working at Greater Depth										
1.	Write effectively for a range of purposes, varying the appropriate structure and organisation for effect									
2.	Draw independently on what they have read as models for their own writing (e.g. literary language and characterisation)									
3.	Independently organise paragraphs around a theme, with series of coherent sentences.									
4.	Use a range of punctuation, conjunctions, adverbs and prepositions precisely to enhance meaning and avoid ambiguity									

*'Begin to' and 'some' indicate that the knowledge/ skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet entirely consistent.

Year 5 Writing Assessment Criteria

Working at the Expected Standard																						
GRAMMAR																						
1	Use a wide range of sentence openers for interest and impact																					
2	Write single and multi-clause sentences accurately with a range of more sophisticated conjunctions																					
3	Use adverbials and modal verbs to add precision and to indicate degrees of possibility.																					
4	Use a range of clause structures, including relative clauses, across a range of writing.																					
5	Use verb tenses consistently and correctly throughout their writing																					
PUNCTUATION																						
6	Use commas to clarify meaning or to avoid ambiguity with increasing accuracy																					
7	Accurately punctuate direct speech																					
8	Accurately use apostrophes for singular and plural possession and contractions																					
COMPOSITION																						
9	In narratives describe settings, characters and atmosphere through action and dialogue																					
10	Vary the sentence length, vocabulary and word order to create an impact on the reader																					
11	Begin to use devices and strategies to build cohesion within paragraphs																					
TRANSCRIPTION																						
	Spelling																					
12	Spell some of the statutory words from the Y5/6 wordlist																					
	Handwriting																					
13	Right legibly and consistently with joined up handwriting																					
WRITING STAMINA																						
14	Write independently for a sustained period of time																					
Working at Greater Depth																						
1.	Write confidently and effectively for a range of purposes and audiences, varying the appropriate structure and organisation for effect																					
2.	Draw independently on what they have read as models for their own writing (e.g. literary language and characterisation) and in narrative, create coherent plots with shifts in time and place																					
3.	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs																					
4.	Use the range of punctuation taught at KS2 so far correctly across the curriculum, and use it precisely to enhance meaning and avoid ambiguity																					

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