

Key Assessment Criteria: *Being a writer*



A year 1 writer		
<p>Transcription</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> • I can identify known phonemes in unfamiliar words. • I can use syllables to divide words when spelling. • I use what I know about alternative phonemes to narrow down possibilities for accurate spelling. • I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. • I can name all the letters of the alphabet in order. • I can use letter names to show alternative spellings of the same phoneme. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • I can sit correctly at a table, holding a pencil comfortable and correctly. • I can form lower case letters in the correct direction, starting and finishing in the right place. • I can form capital letters and digits 0-9. 	<p>Composition</p> <ul style="list-style-type: none"> • I can compose a sentence orally before writing it. • I can sequence sentences in chronological order to recount and event or experience. • I can re-read what I have written to check that it makes sense. • I leave spaces between words. • I know how the prefix 'un' can be added to words to change meaning. • I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing. 	<p>Grammar and punctuation</p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> • I can combine words to make a sentence. • I can join two sentences using 'and'. <p><u>Text structure</u></p> <ul style="list-style-type: none"> • I can sequence sentences to form a narrative. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • I can separate words using finger spaces. • I can use capital letters to start a sentence. • I can use a full stop to end a sentence. • I can use a question mark. • I can use an exclamation mark. • I can use capital letters for names. • I can use 'I'.

Key Assessment Criteria: Being a writer



A year 2 writer		
<p>Transcription</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> I can segment spoken words into phonemes and record these as graphemes. I can spell words with alternative spellings, including a few common homophones. I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. I can identify phonemes in unfamiliar words and use syllables to divide words. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> I can form lower-case letters of the correct size relative to one another. I can begin to use some of the diagonal and horizontal strokes needed to join letters. I show that I know which letters are best left unjoined. I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I use spacing between words that reflects the size of the letters. 	<p>Composition</p> <ul style="list-style-type: none"> I can write narratives about personal experiences and those of others, both real and fictional. I can write for different purposes, including real events. I can plan and discuss the content of writing and record my ideas. I am able to orally rehearse structured sentences or sequences of sentences. I can evaluate my own writing independently, with friends and with an adult. I can proof-read to check for errors in spelling, grammar and punctuation. 	<p>Grammar and punctuation</p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> I can use subordination and co-ordination. I can use expanded noun phrases. I can say how the grammatical patterns in a sentence indicate its function. <p><u>Text structure</u></p> <ul style="list-style-type: none"> I consistently use the present tense and past tense correctly. I can use the progressive forms of verbs in the present and past tense. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> I use capital letters for names of people, places, day of the week and the personal pronoun 'I'. I correctly use question marks and exclamation marks, I can use commas to separate items in a list. I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

Key Assessment Criteria: *Being a writer*



A year 3 writer

Transcription

Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Grammar and punctuation

Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

Punctuation

- I can use inverted commas to punctuate direct speech.

Key Assessment Criteria: *Being a writer*



A year 4 writer

Transcription

Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

Grammar and punctuation

Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.

Key Assessment Criteria: *Being a writer*



A year 5 writer		
<p>Transcription</p> <p><u>Spelling</u></p> <ul style="list-style-type: none"> • I can form verbs with prefixes. • I can convert nouns or adjectives into verbs by adding a suffix. • I understand the rules for adding prefixes and suffixes. • I can spell words with silent letters. • I can distinguish between homophones and other words which are often confused. • I can spell the commonly mis-spelt words from the Y5/6 word list. • I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. • I can use a thesaurus. • I can use a range of spelling strategies. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • I can choose the style of handwriting to use when given a choice. • I can choose the handwriting that is best suited for a specific task. 	<p>Composition</p> <ul style="list-style-type: none"> • I can discuss the audience and purpose of the writing. • I can start sentences in different ways. • I can use the correct features and sentence structure matched to the text type we are working on. • I can develop characters through action and dialogue. • I can establish a viewpoint as the writer through commenting on characters and events. • I can use grammar and vocabulary to create an impact on the reader. • I can use stylistic devices to create effects in writing. • I can add well chosen detail to interest the reader. • I can summarise a paragraph. • I can organise my writing into paragraphs to show different information or events. 	<p>Grammar and punctuation</p> <p><u>Sentence structure</u></p> <ul style="list-style-type: none"> • I can use relative clauses. • I can use adverbs or modal verbs to indicate a degree of possibility. <p><u>Text structure</u></p> <ul style="list-style-type: none"> • I can build cohesion between paragraphs. • I can use adverbials to link paragraphs. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • I can use brackets, dashes and commas to indicate parenthesis. • I can use commas to clarify meaning or avoid ambiguity.



Key Assessment Criteria: *Being a writer*

A year 6 writer

Transcription

Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
- I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Grammar and punctuation

Sentence structure

- I can use the passive voice.
- I vary sentence structure depending whether formal or informal.

Text structure

- I can use a variety of organisational and presentational devices correct to the text type.
- I write in paragraphs which can clearly signal a change in subject, time, place or event.

Punctuation

- I can use the semi-colon, colon and dash.
- I can use the colon to introduce a list and semi-colon within lists.
- I can use a hyphen to avoid ambiguity.