



### Stage R Writing Assessment

Name.....

Class .....

Stage R		GAP and date					
<b>The pupil can, after discussion with the teacher:</b>							
<b>WORKING TOWARDS THE EXPECTED STANDARD (30 – 50 months)</b>							
Sometimes give meaning to marks as they draw and paint							
Ascribe meaning to marks that they see in different places							
Moving and Handling	Draw lines and circles using gross motor movements						
	Use one-handed tools and equipment						
	Hold the pencil between thumb and two fingers						
	Hold the pencil near the point between first two fingers and thumb and uses it with good control						
	Copy some letters						
<b>WORKING AT THE EXPECTED STANDARD (40 – 60 months AND ELG)</b>							
Give meaning to marks they make as they draw, write and paint							
Begin to break the flow of speech into words							
Continue a rhyming string							
Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence							
Write own name and other things such as labels and captions							
Attempts to write short sentences in meaningful contexts							
Moving and Handling	Show a preference for a dominant hand						
	Begin to use anticlockwise movement and retrace vertical lines						
	Begin to form recognisable letters						
	Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed						
Use phonic knowledge to write words in ways which match their spoken sounds							
Write some irregular common words							
Write simple sentences which can be read by themselves and others							
Spell some words correctly and others are phonetically plausible							
Moving and handling	Handle equipment and tools effectively, including pencils for writing						
<b>WORKING AT GREATER DEPTH (Exceeding)</b>							
Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words							
Use key features of narratives in their own writing							
Moving and handling	Hold the paper in position and use preferred hand for writing, using a correct pencil grip						
	Begin to write on lines and control letter size						



### Stage 1 Writing Assessment

Name.....

Class .....

Stage 1	GAP and date					
<b>The pupil can, after discussion with the teacher:</b>						
<b>WORKING TOWARDS THE EXPECTED STANDARD</b>						
Use a full stop at the end of some sentences						
Use a capital letter at the beginning of some sentences						
Use spacing between some words						
Spell some common exception words						
Spell CVC words and some CCVC using knowledge of phonemes						
Form some letters correctly with a clear shape and orientation, including capital letters						
Produce work that can be mostly read/decoded by an adult with help from the child						
<b>WORKING AT THE EXPECTED STANDARD</b>						
Use a full stop at the end of most sentences						
Use a capital letter at the beginning of most sentences						
Use spacing between most words						
Use a capital letter for names and the pronoun 'I'						
Join two phrases using 'and' 'or' and 'but'						
Produce own ideas for narrative writing in sequenced sentences and/or write about real events						
Show some control over word order, producing logical statements in chronological order						
Check sentences make sense by re-reading them						
Make recognisable attempts at spelling unknown words (which are phonetically plausible)						
Spell regular words correctly, CCVC words and use knowledge of alternative phonemes to spell words						
Spell most Y1 common exception words						
Spell words with the suffixes, ing, ed, er where no change is made to the root word						
Spell words with the prefix un where no change is made to the root word						
Produce work that can be mostly read/decoded by an adult without help from the child						
<b>WORKING AT GREATER DEPTH</b>						
Consistently use lower case and upper case letters correctly						
Join sentences together using a conjunction other than 'and' or the adverb 'then'						
Use interesting and appropriate words in writing and experiment with vocabulary						
Write short stories relating to own experience						
Write a short sequenced story to show learning in cross-curricular subjects						
Show some use of question and exclamation marks						
Spell almost all of Year 1 and Year 2 words accurately						
Use ascenders and descenders appropriately.						



### Stage 2 Writing Assessment

Name.....

Class .....

Stage 2	GAP and date						
<b>The pupil can, after discussion with the teacher:</b>							
<b>WORKING TOWARDS THE EXPECTED STANDARD</b>							
Write sentences that are sequenced to form a short narrative (real or fictional)							
Demarcate some sentences with capital letters and full stops							
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 (detailed in the word lists)							
Form lower case letters in the correct direction, starting and finishing in the correct place							
Form lower-case letters of the correct size relative to one another in some of their writing							
Use spacing between words							
<b>WORKING AT THE EXPECTED STANDARD</b>							
Write simple, coherent narratives about personal experiences and those of others (real or fictional)							
Write about real events, recording these simply and clearly							
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required							
Use commas to separate items in a list							
Use apostrophes for contraction and singular possession in nouns							
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							
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 correctly							
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							
<b>WORKING AT GREATER DEPTH</b>							
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing							
Make simple additions, revisions and proof-reading corrections to their own writing							
Use the punctuation taught at Key Stage 1 mostly correctly							
Spell most common exception words correctly							
Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)							
Use the diagonal and horizontal strokes needed to join some letters.							



### Stage 3 Writing Assessment

Name.....

Class .....

Stage 3		GAP and date					
<b>The pupil can:</b>							
<b>WORKING TOWARDS THE EXPECTED STANDARD</b>							
Write for a range of audiences and purposes							
Use the following mostly correctly	Capital letters						
	Full stops						
	Question marks						
	Exclamation marks						
	Commas to separate items in a list						
Apostrophes for contraction							
Use the punctuation taught at Key Stage 1 mostly correctly							
Spell most of the Year 1/2 common exception words correctly							
Make simple additions, revisions and proof-reading corrections to their own writing							
Use legible handwriting							
<b>WORKING AT THE EXPECTED STANDARD</b>							
Write effectively and coherently for different audiences and purposes, drawing on their reading to inform the vocabulary and grammar of their writing							
Organise writing by using a clear structure, using headings and subheadings where appropriate							
Use apostrophes for singular possession correctly							
Begin to use inverted commas to punctuate direct speech							
Begin to use paragraphs as a way to group related material							
Use the correct tense consistently throughout a piece of writing							
Use the present perfect form of verbs instead of the simple past where appropriate							
Use a wide range of co-ordinating and subordinating conjunctions to join clauses							
Begin to use a wider range of cohesive devices to compose an increasing range of sentence structures	Expanded noun phrases						
	Fronted adverbials						
	Adverbs						
	Prepositions						
Spell homophones and near homophones correctly as listed in the appendix							
Spell many words from the Year 3/4 list correctly							
Use legible, joined handwriting							
<b>WORKING AT GREATER DEPTH</b>							
Use inverted commas mostly correctly							
Use an increasing range of sentence types, adding phrases and subordinate clauses for precision and detail							
Select vocabulary and grammar to match the audience and purpose							
Regularly use a wider range of cohesive devices throughout a piece of writing							
Maintain legible, joined handwriting.							



**Stage 4 Writing Assessment**

Name.....

Class .....

Stage 4		GAP and date						
<b>The pupil can:</b>								
<b>WORKING TOWARDS THE EXPECTED STANDARD</b>								
Write for a range of audiences and purposes								
Use the following mostly correctly	Capital letters							
	Full stops							
	Question marks							
	Exclamation marks							
	Commas to separate items in a list							
	Apostrophes for contraction							
	Apostrophes for singular possession							
Inverted commas to punctuate direct speech								
Use paragraphs to organise ideas								
Use the correct tense consistently throughout a piece of writing								
Spell some words from the Y3/4 list correctly								
Make additions, revisions and proof-reading corrections to their own writing								
Use legible handwriting								
<b>WORKING AT THE EXPECTED STANDARD</b>								
In narratives, describe settings and characters								
Use paragraphs to organise ideas								
Organise writing by using organisational devices where appropriate								
Use apostrophes for singular and plural possession correctly								
Use the correct tense throughout a piece								
Use a wide range of co-ordinating and subordinating conjunctions to join clauses								
Use a wider range of cohesive devices within and across sentences	Expanded noun phrases							
	Fronted adverbials (must include use of a comma after the fronted adverbial)							
	Adverbs							
	Prepositions							
Pronouns								
Use a variety of sentence structures and types, including simple, compound and complex sentences								
Spell homophones and near homophones correctly as listed in the appendix								
Spell most words from the 3/4 list correctly								
Maintain legible, joined handwriting								
<b>WORKING AT GREATER DEPTH</b>								
Begin to select vocabulary and grammatical structures that reflect what the writing requires								
Use an increasing range of sentence types, adding phrases and subordinate clauses for precision and detail								
Use a wide range of cohesive devices to link ideas and paragraphs								
Use the full range of punctuation taught mostly correctly								
Spell some words from the Y5/6 list correctly.								



### Stage 5 Writing Assessment

Name.....

Class .....

Stage 5		GAP and date				
<b>The pupil can:</b>						
<b>WORKING TOWARDS THE EXPECTED STANDARD</b>						
Write for a range of audiences and purposes						
Use the following mostly correctly	Capital letters					
	Full stops					
	Question marks					
	Exclamation marks					
	Commas for lists					
	Apostrophes for contraction					
	Apostrophes for possession					
Inverted commas to punctuate direct speech						
Use paragraphs to organise ideas						
Use the correct tense throughout a piece						
Spell most words from the Y3/4 list correctly						
Spell some words from the Y5/6 list correctly						
Make additions, revisions and proof-reading corrections to their own writing						
Use legible handwriting						
<b>WORKING AT THE EXPECTED STANDARD</b>						
In narratives, describe settings and characters effectively using stylistic devices (e.g. metaphors, similes, alliteration and personification)						
In narratives, develop characters through action and dialogue						
Organise writing by using organisational devices where appropriate						
Use modal verbs to suggest degrees of possibility						
Use brackets, dashes or commas to indicate parenthesis						
Use commas to clarify meaning or avoid ambiguity						
Use the correct subject/verb agreement when using singular or plural						
Use a wide range of cohesive devices within and across sentences	Co-ordinating and subordinating conjunctions to join clauses					
	Sentence structures and types, adding phrases and subordinate clauses for precision and detail					
	Expanded noun phrases					
	Fronted adverbials (including use of a comma after the fronted adverbial)					
	Adverbs of time, place and number					
	Prepositions					
Pronouns						
Relative clauses						
Spell homophones and near homophones correctly as listed in the appendix						
Spell many words from the 5/6 list correctly						
Maintain legible, joined handwriting						
<b>WORKING AT GREATER DEPTH</b>						
Select vocabulary and grammatical structures that reflect what the writing requires						
Integrate dialogue into narratives to convey character and advance the action						
Use the full range of punctuation taught mostly correctly for effect						
Spell most words from the Y5/6 list correctly.						



<b>Stage 6 Writing Assessment</b>							
<b>Name:</b>		<b>GAP and date</b>					
<b>The pupil can:</b>							
<b>WORKING TOWARDS THE EXPECTED STANDARD</b>							
Write for a range of audiences and purposes							
Use paragraphs to organise ideas							
In narratives, describe settings and characters							
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, bullet points)							
Use the following mostly correctly	Capital letters						
	Full stops						
	Question marks						
	Commas for lists						
	Apostrophes for contraction						
Spell most words from the Y3/4 list correctly							
Spell some words from the Y5/6 list correctly							
Make additions, revisions and proof-reading corrections to their own writing							
Use legible handwriting							
<b>WORKING AT THE EXPECTED STANDARD</b>							
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, develop settings, characters and atmosphere							
Integrate dialogue in narratives to convey character and advance the action							
Select vocabulary and grammatical structures that reflect what the writing requires mostly correctly (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)							
Use a range of cohesive devices (including conjunctions, adverbials, pronouns and synonyms) within and across paragraphs							
Use verb tenses consistently and correctly throughout							
Use the range of punctuation taught mostly correctly	Inverted commas						
	Commas for clarity						
	Punctuation for parentheses						
	Semi-colons						
	Dashes						
	Hyphens						
Spell most words from the Y5/6 list correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary							
Maintain legible, joined handwriting							
<b>WORKING AT GREATER DEPTH</b>							
Select the appropriate form for the audience and purpose, 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 (e.g. contracted forms, colloquial expressions and informality) and choose the appropriate register							
Show control over levels of formality, particularly through manipulating grammar and vocabulary							
Use the full range of punctuation taught mostly correctly and use such punctuation precisely to enjance meaning and avoid ambiguity	Semi-colons to mark the boundary between independent clauses						
	Colons to mark the boundary between independent clauses.						



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