



Name: _____

Writing Assessment Descriptors - Year 1

		Autumn	Spring	Summer
Expected	Combine words to make sentences orally and in writing			
	Join words and clauses using 'and'			
	Separate words with spaces			
	Demarcate some sentences with capital letters			
	Demarcate some sentences with end punctuation (full stops, question marks, exclamation marks)			
	Use capital letters for names and the personal pronoun 'I'			
	Orally rehearse sentences before writing			
	Re-read and check it makes sense.			
	Sequence sentences to form a short narrative or piece of information writing.			
	Use basic descriptive language (colour, size, simple emotions)			
	Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly. (using taught codes)			
	Spell Y1 common exception words. (list below)			
	Spell words with simple suffixes and prefixes correctly. (singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est', prefix un)			
Form letters correctly				

Common exception words – National Curriculum

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our



Name: _____

Writing Assessment Descriptors - Year 2

		1	2	3	4	5
		Date:				
Expected	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					
	Demarcate most sentences in their writing with full stops					
	Demarcate most sentences in their writing with question marks correctly when required					
	Use present and past tense mostly correctly and consistently					
	Use co-ordination (e.g. or / and / but) to join clauses					
	Use 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 (See below)					
	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						
Exceeding	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*					
	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.						

Common exception words - National Curriculum:

door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas



Name: _____ Year: _____

Writing Assessment Descriptors - Year 3 & 4

		Autumn	Spring	Summer
Expected	Progressively building a varied and rich vocabulary and an increasing range of sentence structures (see below)			
	Y3 Express time, place and cause using <i>conjunctions</i> [for example, when, before, after, while, so, because], <i>adverbs</i> [for example, then, next, soon, therefore], or <i>prepositions</i> [for example, before, after, during, in, because of]			
	Y3 Begin to use paragraphs to group related material			
	Y3 Accurately switch between past and present tense			
	Y3 Begin to use inverted commas to punctuate direct speech			
	Y3 Accurate use of 'a' and 'an'			
	Y3 Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]			
	Y4 Use an apostrophe to mark plural possession [for example, the girl's name, the girls' names]			
	Y4 Use fronted adverbials including a comma			
	Y4 Use paragraphs to organise ideas around a theme			
	Y4 Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas]			
	In narratives, create settings, characters and plot			
Assess the effectiveness of their own writing and suggest improvements				
Join Letters with accurate formation				



Name: _____

Writing Assessment Descriptors - Year 5

Expected	The pupil can write for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg the use of first person in a diary, direct address in instructions and persuasive writing).	Autumn	Spring	Summer
	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun			
	Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]			
	Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]			
	Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]			
	Use brackets, dashes or commas to indicate parenthesis			
	Use commas to clarify meaning or avoid ambiguity			
	In narratives to describe settings, characters and atmosphere			
	In narrative includes accurately punctuated speech			
	Commas used accurately to punctuate subordinate clauses			
	Précis longer passages			
	In non-fiction use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)			
	Assess the effectiveness of their own writing and suggest improvements			
Join Letters with accurate formation				



Name: _____

Writing Assessment Descriptors - Year 6

End of key stage 2 statutory assessment – Working at the expected standard							
Name:	A	B	C	D	E	F	Collection
The pupil can write for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg the use of first person in a diary, direct address in instructions and persuasive writing).							
•in narratives, describe setting, 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, doing this most appropriately (eg using contracted forms in dialogues in narrative and using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)							
•use a range of devices to build cohesion (eg conjunctions, adverbials of time and place, pronouns, synonyms) within across paragraphs							
•use verb tenses consistently and correctly throughout writing							
•using mostly correctly (not every punctuation mark must be evident, just a range)	inverted commas						
	commas for clarity						
	punctuation for parenthesis						
	semi-colons						
	dashes						
	colons						
•spelling most words correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.							
•maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.							