

Assessment of English Writing

**Statutory
English Writing Assessment:**

Y6



**Non-Statutory
English Writing Assessment:**

Y1, Y2, Y3, Y4, Y5

These non-statutory writing grids have been created to provide continuity and progression in the assessment of English writing across KS1 and KS2.

The 'pupil can' statements align with the statutory requirements at the end of each key stage and the National Curriculum Programme of Study for each year group.

A secure fit model should be used in each of the non-statutory year groups which marries with the statutory approach in years 2 and 6.

A child must achieve all of the statements within a standard to be awarded that standard.

Children must be able to write for different audiences and different purposes, therefore judgements should always be based on a collection of writing.

A robust evidence base, demonstrating consistent attainment at the particular standard, must support the assessment judgement. 'While the teacher's knowledge of pupils can inform judgements, these must be based on sound and demonstrable evidence. This ensures that judgements are as objective as possible, and consistent between classes and schools.'

Standards and Testing Agency (STA) Teacher Assessment Guidance KS1 and KS2

To provide a consistent approach the STA's definition of independence should be understood and adhered to by all year groups.

The non-statutory assessment grids provide a valuable diagnostic tool. Formative assessment of English writing directly correlating to personalised provision. Teachers may also make a summative judgement at the end of non-statutory year groups specifically highlighting gaps that need to be closed: supporting and strengthening effective transition.

Clarifying Independence (Teacher Assessment Guidance KS1 and KS2)

Writing is likely to be independent if it:	Writing is not independent if it has been:
emerges from a text, topic, visit, or curriculum experience in which pupils have opportunities to discuss and rehearse what is to be written about	modelled or heavily scaffolded copied or paraphrased
enables pupils to use their own ideas and provides them with an element of choice , for example writing from the perspective of a character they have chosen themselves	edited as a result of direct intervention by a teacher or other adult, for example when the pupil has been directed to change specific words for greater impact, when incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
has been edited, if required , by the pupil without the support of the teacher , although this may be in response to self, peer, or group evaluation	produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text
is produced by pupils who have, if required , sought out classroom resources , such as dictionaries or thesauruses, without prompting to do so by the teacher	supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing, such as directing them to include specific vocabulary, grammatical features, or punctuation

Year 1 NON-STATUTORY Teacher Assessment Framework

	Working Towards the Expected Standard (W+)	Working at the Expected Standard (S)	Working at Greater Depth within the Expected Standard (S+)
The pupil can after discussion with the teacher:			
Purpose and audience	orally sequence a short narrative .	write a sequence of sentences to form a short narrative, about their own (or others') experiences: real or fictional.	write longer, sustained pieces for different purposes/audiences
Organisation	write a sentence which carries meaning		draw on reading for appropriate vocabulary choices.
Narrative writing			
Cohesion		use <i>and</i> to join words and clauses	
Punctuation	demarcate at least one sentence with a capital letter and full stop, showing an awareness of the purpose of capital letters and full stops	demarcate some sentences with capital letters and full stops together with some use of question marks (where necessary)	use, with accuracy, the full range of punctuation taught at year 1 (full stops, capital letters (including proper nouns and personal pronoun /), question marks and exclamation marks) (where needed)
		use capital letters for proper names and for the personal pronoun / mostly correctly	
Spelling	spell some common Year 1 exception words* (when used)	spell many common Year 1 exception words* correctly (when used)	spell most Year 1 common exception words* correctly (when used)
	segmenting spoken words into phonemes	spell words containing each of the 40+ phonemes already taught (grapheme add suffixes to pluralise nouns and endings to verbs (where the root word remains unchanged) with a degree of accuracy	
		add suffixes to pluralise nouns –s or –es e.g. dog/dogs: wish/wishes	
		add suffixes to verbs where the root word remains the same e.g. help/helped/helping/helper	
Handwriting	sometimes form lower-case letters in the correct direction, starting and finishing in the right place, form lower-case letters of the correct relative size	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	sometimes use the diagonal and horizontal strokes needed to join letters
	use spacing between words	use spacing between words that reflects the size of the letters.	
Proof Reading	with adult support, read writing aloud to check it makes sense, and begin to identify some mistakes such as spelling, missing words, missing punctuation.	with adult or peer support, read writing aloud to check it makes sense and begin to identify and correct some mistakes such as spelling, missing words, missing punctuation	re-read (to themselves/aloud with peer support) writing to check it makes sense and begin to identify and correct mistakes such as spelling, missing words, missing punctuation: may start to suggest additions/make changes which enhance writing

Year 1: Detail of content to be introduced (statutory requirement)

Word	Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie</i> the boat]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i>
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

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Year 1 Common Exception Words

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

End of KS1 (Y2) Non-Statutory Teacher Assessment Framework			
	Working Towards the Expected Standard (W+)	Working at the Expected Standard (S)	Working at Greater Depth within the Expected Standard (S+)
<i>The pupil can after discussion with the teacher</i>			
Purpose Organisation	write sentences that are sequenced to form a short narrative (real or fictional)	write simple, coherent narratives about personal experiences and those of others (real or fictional)	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Narrative writing		write about real events, recording these simply and clearly	
Editing			make simple additions, revisions and proof-reading corrections to their own writing
Punctuation	demarcate some sentences with capital letters and full stops	demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	use the punctuation taught at key stage 1 mostly correctly^
Grammar		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	
Spelling	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
	spell some common exception words*	spell many common exception words*	spell most common exception words*
			add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
Handwriting	form lower-case letters in the correct direction, starting and finishing in the right place	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
	form lower-case letters of the correct size relative to one another in some of their writing		
	use spacing between words.	use spacing between words that reflects the size of the letters.	use the diagonal and horizontal strokes needed to join some letters.

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase statement, question, exclamation, command compound, suffix</p> <p>adjective, adverb, verb tense (past, present) apostrophe, comma</p>
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Year 2 Common Exception Words

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

	Year 3 <u>NON-STATUTORY</u> Teacher Assessment Framework		
	Working Towards the Expected Standard (W+)	Working at the Expected Standard (S)	Working at Greater Depth within the Expected Standard (S+)
	The pupil can:	The pupil can:	The pupil can:
Purpose and audience, form and register	use a writing frame (if required) to write for different purposes and audiences sustaining the particular form and conventions	write for different purposes and audiences sustaining the particular form/conventions	write for different purposes and audiences sustaining the form and awareness of audience throughout
	at times, maintain awareness of audience	maintain awareness of audience throughout the piece	draw upon reading as a stimulus for writing (language/ grammatical devices used for effect)
Organisation	organise ideas by experimenting with paragraphs	begin to use paragraphs to organise ideas	draw upon experience to make decisions about text organisation
Non-narrative writing	sometimes use headings and sub-headings	correctly use headings and sub-headings	
Grammar and vocabulary choices relating to purpose and audience	on some occasions, use past and present tense correctly	use past and present tense correctly and consistently	
	understand and is beginning to use grammar taught in KS1 and Year 3 to enhance writing (Appendix 2)	use the grammar taught in KS1 and so far in Year 3 mostly correctly to enhance writing (Appendix 2)	
Cohesion	sometimes use conjunctions for time, place and cause (see examples in EXS)	use conjunctions for time, place and cause <u>e.g.</u> when, before, while, so, because (NOT an exclusive list just examples)	
Punctuation	use capital letters and full stops mostly correctly and demonstrate some correct use of further punctuation (when required)	use punctuation taught at KS1 mostly correctly	use the full range of punctuation taught so far (KS1 and in Year 3) mostly correctly (Appendix 2)
		use question marks and exclamation marks correctly (when required)	
		use inverted commas with some accuracy to punctuate direct speech	
Spelling	spell correctly (when used) some KS1 common exception words*	spell (when used) KS1 common exception words* mostly correctly	spell (when used) most KS1 common exception words and Year 3 words* correctly
	spell (when used) some Year 3 words correctly*	spell (when used) most Year 3 words* correctly	
	segment spoken words into phonemes and represent these by graphemes with increasing accuracy		
Handwriting	produce legible handwriting although there may be inconsistencies with formation of letters and spacing of words	correctly form letters and space words to produce legible handwriting	use the diagonal and horizontal strokes needed to join letters
Proof Reading and editing	with support, review their writing and begin to make some corrections in spelling and punctuation	Spot/make corrections to some errors in spelling, grammar and punctuation (self and peer review): make additions/make changes which enhance the writing	identify and make corrections to ensure coherence and cohesion and begin to review vocabulary choices and grammatical structures to inform/engage the reader

Year 3: Detail of content to be introduced (statutory requirement)

Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for <u>example</u> , <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for <u>example</u> , <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for <u>example</u> , <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for <u>example</u> , <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
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Year 3 and 4 Common Exception Words

accident	caught	exercise	increase	opposite	regular
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
centre	experience	important	ordinary	reign	women

	Year 4 NON-STATUTORY Teacher Assessment Framework			
	Working Towards the Standard (W+)	Expected	Working at the Expected Standard (S)	Working at Greater Depth within the Expected Standard (S+)
	The pupil can:		The pupil can:	
Purpose and audience, form and register	write for a range of audiences/purposes, using a writing frame if required, and, at times, sustain viewpoint and style	write for a range of audiences and purposes, mostly sustaining viewpoint/style throughout each piece	write for a range of purposes showing clear awareness of audience throughout each piece	
	on occasion demonstrate writing stamina with extended pieces.	demonstrate writing stamina through extended pieces		
Organisation	use paragraphs to organise ideas, at times with the support of a writing frame	use paragraphs to organise ideas	demonstrate paragraph breaks which add to cohesion	
Narrative writing	sometimes create settings, characters and develop plot using classroom resources	in stories create setting, characters and plot		
Non-narrative writing	use headings and sub-headings	select and adhere to conventions of purpose		
	adhere to conventions of form			
Grammar and vocabulary choices relating to purpose and audience	in an appropriate piece of writing, demonstrate some use noun phrases (see EXS for guidance)	use noun phrases (when appropriate) by the addition of modifying adjectives, nouns and preposition phrases use fronted adverbials (<i>e.g. Later that day, I hear the bad news</i>) with comma after fronted adverbial	select and use vocabulary and grammatical devices for precision and effect, drawing upon their own reading	
	in an appropriate piece of writing, demonstrate some use of fronted adverbials (see EXS for guidance) with comma after fronted adverbial			
	on some occasions use verb inflections instead of spoken forms e.g. we were NOT we was or I did NOT I done	consistently use verb inflections instead of spoken forms (see examples in WTS)		
	use past and present tense correctly/consistently	maintain tense		
Cohesion	use pronouns or nouns within /across sentences to aid cohesion/avoid repetition	purposefully build cohesion/ avoid repetition (e.g. through pronouns/conjunctions/ adverbials)		
Punctuation	use capital letters and full stops mostly correctly	use range of punctuation taught so far mostly correctly (e.g. capital letters, full stops, inverted commas, other punctuation for direct speech, comma after fronted adverbial, apostrophe to mark possession)	select and use punctuation taught so far accurately and effectively enhance writing	
	use question marks, commas in lists and apostrophes for contraction with increasing accuracy.			
Spelling	spell most KS1 common exception words correctly* (when used)/spells some Year 3 and 4 words correctly* (when used)	spell most KS1 and Year 3 and 4 common exception words correctly* (when used)		
Handwriting	produces legible handwriting	consistently produce legible, joined handwriting		
Proof Reading/Editing	with support, review their writing and begin to make corrections in spelling and punctuation	identify and make corrections to spelling, grammar and punctuation errors (self and peer review): may make additions/make changes which enhance the writing	identify and make corrections to ensure coherence and cohesion and enhance impact upon the reader by reviewing vocabulary choices and grammatical structures (self and peer review)	

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial
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Year 3 and 4 Common Exception Words

accident	caught	exercise	increase	opposite	regular
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
centre	experience	important	ordinary	reign	women

Year 5 Non-Statutory Teacher Assessment Framework

	Working Towards the Expected Standard (W+)	Working at the Expected Standard (S)	Working at Greater Depth within the Expected Standard (S+)
	The pupil can:	The pupil can:	The pupil can:
Purpose and audience, form and register	write for a range of audiences usually maintaining structure: make considered language choices, supported by classroom resources, appropriate to the purpose	select the appropriate form for writing, consistent with audience and purpose, and maintain this throughout the piece	select appropriate form for writing maintaining clear awareness of purpose and audience throughout, drawing upon what they've read as models for their own writing.
Organisation and cohesion	use paragraphs to organise ideas mostly correctly sometimes build cohesion within a paragraph sometimes link ideas across paragraphs using adverbials of time (Appendix 2)	sustain use of paragraphs which organise ideas use devices to build cohesion within a paragraph (Appendix 2) link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before	
Narrative writing	sometimes develop characters and setting	develop characters and setting, create atmosphere and integrate dialogue to convey character and advance the action	
Non-narrative writing	develop ideas based upon reading and research where necessary	use further organisational and presentational devices to structure text and guide the reader e.g. headings, bullet points, underlining	
Grammar and vocabulary choices relating to purpose and audience	when using similar writing as models for their own, begin to use the appropriate grammar for purpose and audience taught so far (Appendix 2) when using similar writing as models for their own, begin to select vocabulary appropriate to purpose and audience	choose and use vocabulary and grammatical structures to engage or inform the reader appropriate to the purpose and audience	
Formality	show awareness of audience through language choice	select language and grammatical form to reflect level of formality	select/maintain levels of formality through language choice/grammar
Punctuation	use capital letters and full stops mostly correctly use question marks, commas in lists and apostrophes for contraction with increasing accuracy	use the range of punctuation taught so far mostly correctly (e.g. capital letters, full stops, commas, inverted commas, apostrophes, brackets)	use the full range of punctuation taught so far correctly, ensuring it is appropriate for purpose
Spelling	spell most KS1 and Year 3 and Year 4 words correctly* (when used)/ Spell some Year 5 words correctly* (when used)	spell most KS1 and Year 3 and Year 4 correctly* (when used) spell some Year 5/6 words correctly* (when used)	
Handwriting	produce legible handwriting	maintain legibility/fluency of joined handwriting in everyday writing.	
Proof Reading/Editing	with support, review writing: begin to make corrections in spelling and punctuation	identify and make corrections to spelling, grammar and punctuation errors (self and peer review), may make additions which enhance the writing	Identify/make corrections to ensure coherence and cohesion and enhance impact upon the reader by reviewing vocabulary and grammatical structures (self and peer review)

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for <u>example</u> , <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for <u>example</u> , <i>later</i>], place [for <u>example</u> , <i>nearby</i>] and number [for <u>example</u> , <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
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Year 5 and 6 Common Exception Words

accommodate	committee	embarrass	immediate(ly)	persuade	sincere(ly)
accompany	communicate	environment	individual	physical	soldier
according	community	equip (-ped, -ment)	interfere	prejudice	stomach
achieve	competition	especially	interrupt	privilege	sufficient
aggressive	conscience*	exaggerate	language	profession	suggest
amateur	conscious*	excellent	leisure	programme	symbol
ancient	controversy	existence	lightning	pronunciation	system
apparent	convenience	explanation	marvellous	queue	temperature
appreciate	correspond	familiar	mischievous	recognise	thorough
attached	criticise (critic + ise)	foreign	muscle	recommend	twelfth
available	curiosity	forty	necessary	relevant	variety
average	definite	frequently	neighbour	restaurant	vegetable
awkward	desperate	government	nuisance	rhyme	vehicle
bargain	determined	guarantee	occupy	rhythm	yacht
bruise	develop	harass	occur	sacrifice	
category	dictionary	hindrance	opportunity	secretary	
cemetery	disastrous	identity	parliament	shoulder	

End of KS2 (Y6) Statutory Teacher Assessment Framework

	Working Towards the Expected Standard (W+)	Working at the Expected Standard (S)	Working at Greater Depth within the Expected Standard (S+)
Purpose and audience, form and register	write for a range of purposes	write effectively for a range of purposes & audiences, selecting language that shows good awareness of the reader	write effectively for a range of purposes & audiences, select appropriate form and drawing independently on what they have read as models for their own writing
Paragraphs	use paragraphs to organise ideas		
Narrative writing	in narratives, describe settings and characters	in narratives, describe settings, characters and atmosphere	
		integrate dialogue in narratives to convey character and advance the action	
Non-narrative writing	in non-narrative writing, use simple devices to structure the writing & support the reader		
Grammar and vocabulary choices relating to purpose and audience		select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately	distinguish between the language of speech and writing and choose the appropriate register
Formality			exercise an assured and conscious control over levels of formality, particularly through manipulating grammar & vocabulary to achieve this
Cohesion		use a range of devices to build cohesion within and across paragraphs	
		use verb tenses consistently & correctly throughout their writing	
Punctuation	use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly	use the range of punctuation taught at KS2 mostly correctly	use the range of punctuation taught at KS2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
Spelling	spell correctly most words from the Year 3 / 4 spelling list and some words from the Year 5 / 6 spelling list	spell correctly most words from the Year 5 / 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
Handwriting	Write legibly	Maintain legibility in joined handwriting when writing at speed	

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It’s raining; I’m fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Year 5 and 6 Common Exception Words

accommodate	committee	embarrass	immediate(ly)	persuade	sincere(ly)
accompany	communicate	environment	individual	physical	soldier
according	community	equip (–ped, –ment)	interfere	prejudice	stomach
achieve	competition	especially	interrupt	privilege	sufficient
aggressive	conscience*	exaggerate	language	profession	suggest
amateur	conscious*	excellent	leisure	programme	symbol
ancient	controversy	existence	lightning	pronunciation	system
apparent	convenience	explanation	marvellous	queue	temperature
appreciate	correspond	familiar	mischievous	recognise	thorough
attached	criticise (critic + ise)	foreign	muscle	recommend	twelfth
available	curiosity	forty	necessary	relevant	variety
average	definite	frequently	neighbour	restaurant	vegetable
awkward	desperate	government	nuisance	rhyme	vehicle
bargain	determined	guarantee	occupy	rhythm	yacht
bruise	develop	harass	occur	sacrifice	
category	dictionary	hindrance	opportunity	secretary	
cemetery	disastrous	identity	parliament	shoulder	