

Year 1

Writing Assessment Indicators

Term 1

KPIs On-track for Expected Standard (EXS)

- Sometimes uses capital letters and full stops (*demarcate sentences*). **(1)**
- To correctly write words from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(3)**
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place, based on knowledge of letter families (*but size may be inconsistent.*) **(4)**
- Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far. **(5)**
- To begin to apply taught spelling rules (*appendix 1, page 40 – 41.*) **(6)**
- To begin to spell the taught common exception words aligned to your phonics/reading progression document. **(7)**
- To know and use letter names to distinguish between alternative spellings of the same sound. **(8)**
- Sits correctly at a table and holds the pencil appropriately. **(11)**
- To begin to form capital letters correctly (*but size may vary.*) **(12)**
- Leave spaces between words. **(13)**
- Talks about/discusses what they are going to write and can compose a sentence orally before writing it. **(20)**
- Use some adjectival descriptive language, (*e.g. colour, size and simple emotion.*) **(21)**
- To begin to construct a simple piece of writing with a linear structure: beginning, middle and end. **(23)**

Term 2

KPIs On-track for Expected Standard (EXS)

- Mostly uses capital letters and full stops (*demarcate sentences*). **(1)**
- To correctly write words from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(3)**
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place, based on knowledge of letter families (*but size may be inconsistent.*) **(4)**
- Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far. **(5)**
- To apply some taught spelling rules (*appendix 1, page 40 – 41.*) **(6)**
- To spell the taught common exception words aligned to your phonics/reading progression document. **(7)**
- Spell the days of the week correctly. **(10)**
- To sometimes form capital letters correctly (*but size may vary.*) **(12)**
- Joins words and clauses using 'and' ('*then*', '*because*' for *greater depth*) to create compound sentences within independent writing. **(14)**
- Use exclamation marks for exclamation sentences (*What a day! How rude!*) **(15)**
- Use some question marks to demarcate question sentences. **(16)**
- Uses capital letters for names of people, places and personal pronoun I. **(17)**
- To use the simple past tense correctly. **(18)**
- To use the simple present tense correctly. **(19)**
- Use some adjectival descriptive language, (*e.g. colour, size and simple emotion.*) **(21)**
- Begins to re-read writing to check it makes sense and makes some corrections to it. **(22)**
- To begin to construct a simple piece of writing with a linear structure: beginning, middle and end. **(23)**
- To begin to write a simple narrative with relevant characters. **(24)**
- Read own writing aloud clearly and can discuss what they have written with others (*peers or teachers.*) **(25)**

Term 3

KPIs Expected Standard (EXS)

- Uses capital letters and full stops (*demarcate sentences*). **(1)**
- Spells words containing each of the 40+ phonemes already taught correctly or with plausible GPC (*secure at Phase 5 or equivalent.*) **(2)**
- To correctly write words from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(3)**
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place, based on knowledge of letter families (*but size may be inconsistent.*) **(4)**
- Sequences sentences to form short narratives, including words using the GPCs and common exception words taught so far. **(5)**
- To apply taught spelling rules (*appendix 1, page 40 – 41.*) **(6)**
- To spell the taught common exception words aligned to your phonics/reading progression document. **(7)**
- Pupils can use root words and endings (*prefixes and suffixes: -s, -es, un, -ing, -ed, -er, -est Appendix 1.*) Know the vocabulary singular and plural. **(9)**
- Forms capital letters correctly (*but size may vary.*) **(12)**
- Joins words and clauses using 'and' ('*then*', '*because*' for *greater depth*) to create compound sentences within independent writing. **(14)**
- Use exclamation marks for exclamation sentences (*What a day! How rude!*) **(15)**
- Use question marks to demarcate question sentences. **(16)**
- To use the simple past tense correctly. **(18)**
- To use the simple present tense correctly. **(19)**
- Use some adjectival descriptive language, (*e.g. colour, size and simple emotion.*) **(21)**
- Re-reads writing to check it makes sense and makes some corrections to it. **(22)**
- Construct a simple piece of writing with a linear structure: beginning, middle and end. **(23)**
- Write a simple narrative with relevant characters. **(24)**
- Read own writing aloud clearly and can discuss what they have written with others (*peers or teachers.*) **(25)**

Greater Depth (GDS) Statement

- Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing.
- Can sustain the writing of longer texts, which hold the interests of the reader.
- Actively seek and use new words in their writing, including precisely chosen vocabulary.

***The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose**

Writing Outcomes – Y1

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Spine Chosen Texts Aut 1: Cinderella Aut 2: Little Red Hen Spr 1: The Emperor's Egg Spr 2: Possum Magic & The Day the Crayon's Quit Sum 1: The Smeds and the Smoos Sum 2: Lost and Found	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Retell a simple story with predictable phrases e.g. repetition of key phrases – <i>"huff and puff and blow your house down"</i>, <i>"We're going on a bear hunt....."</i>. Focus on creation of sentence.</p> <p>Transform for GDS: Add additional detail joining sentences using 'and'.</p> <p style="text-align: center;"><u>Recount</u></p> <p>Expected Standard: Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p>Transform for GDS: Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction 'and'.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the teacher.</p> <p>Transform for GDS: Discuss better word choices. Begin to talk about improvements.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Tell a basic three part story about a central character e.g. The Gruffalo.</p> <p>Transform for GDS: Add additional character description.</p> <p style="text-align: center;"><u>Instructions</u></p> <p>Expected Standard: Write simple instructions about something they know well including imperative verbs, precise language and commands.</p> <p>Transform for GDS: Expand by including more instructional features e.g. a list of equipment, numbered lists, bullet points</p> <p style="text-align: center;"><u>Poetry / Letter.</u></p> <p>Expected Standard: Write an acrostic poem that links to a given theme, e.g. winter. Ensure that the first letter in each line spells out a word. Make sure that lines end with commas with exception to the last.</p> <p>Transform for GDS: Awareness of reader. Extend by including a rhyme. Add further description within their poem through specific adjectives.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p>Transform for GDS: Focus on a descriptive setting.</p> <p style="text-align: center;"><u>Report</u></p> <p>Expected Standard: Describe something or someone with consistent use of tense (past or present depending on the report).</p> <p>Transform for GDS: Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Increasingly discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by the teacher.</p> <p>Transform for GDS: Discuss better word choices. Talk about some improvements.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Retell a familiar story in three parts. Include accurate sentence punctuation.</p> <p>Transform for GDS: Write own version of the story recounting the information in sequence – then, next, after etc.</p> <p style="text-align: center;"><u>Recount</u></p> <p>Expected Standard: Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense, e.g. postcard or simple letter.</p> <p>Transform for GDS: Expand by using simple descriptive language to add detail.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Create a shape poem/calligram where the poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape.</p> <p>Transform for GDS: With guidance, include consistent number of syllables in each line. Begin to include language devices, such as similes or alliteration. Have greater awareness of the reader and audience.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.</p> <p>Transform for GDS: Include some of the patterns and language of familiar stories e.g. repeating same words and phrases three times – <i>"run, run as fast as you can"</i>.</p> <p style="text-align: center;"><u>Report</u></p> <p>Expected Standard: Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p>Transform for GDS: Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Transform for GDS: Discuss better word choices. Talk about improvements to their poem and start to change words.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Write a story which includes strong characterisation e.g. good or bad character. Include accurate sentence punctuation.</p> <p>Transform for GDS: Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.</p> <p style="text-align: center;"><u>Instructions</u></p> <p>Expected Standard: Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation.</p> <p>Transform for GDS: Expand by including more instructional features e.g. a list of equipment numbered lists. Sentence structure to include commas in a list.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Create a riddle poem that describes a specific noun through select adjectives. The last line directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?'</p> <p>Transform for GDS: Write a riddle in either first or third person (depending on which already used). Begin to use rhyming couplets.</p>

* You must ensure that all of the books stated above (*archaic texts, non-linear, well loved, complexity, contemporary and non-fiction*) are read to the children OR used as a writing stimulus across the year

Year 2

Writing Assessment Indicators

Term 1

KPIs On-track for Expected Standard (EXS)

- (TAF) Segments spoken words into phonemes and represents these by graphemes, spelling many correctly (*Phase 6 Letters and Sounds or equivalent.*) **(1)**
- Correctly writes from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(2)**
- (TAF) Uses full stops, capital letters, exclamation marks and question marks 75% of the time correctly. **(3)**
- (TAF) Spell many exception words (*most for GDS.*) **(5)**
- Begins to spell some common homophones and distinguishes between homophones and near homophones. **(7)**
- (TAF) Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. Consistently uses spaces between words that reflect the size of the letters. **(11)**
- Use sentences of different forms: statements, questions, exclamations and commands. **(12)**
- Uses expanded noun phrases to describe and specify, (*e.g. blue butterfly, plain flour.*) **(13)**
- (TAF) Uses a variety of co-ordination (*conjunctions – or, and, but*) in writing. **(14)**
- (TAF) Uses a variety of subordination (*conjunctions – when, if, that, because*) in writing. **(15)**
- Separate items in a list using commas. **(16)**
- Begin to divide their own writing into sections (*where appropriate.*) **(18)**
- Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary. **(19)**
- Has stamina in writing, can write at least three parts. **(20)**
- Beginning to proof read and evaluate own and others' writing and make relevant corrections, (*e.g. can check verb tenses consistently, spelling, grammar and punctuation.*) **(23)**
- Writing is appropriate for different purposes, follows forms of narrative (*real and fictional,*) recount and poetry. **(25)**

Term 2

KPIs On-track for Expected Standard (EXS)

- (TAF) Segments spoken words into phonemes and represents these by graphemes, spelling many correctly (*Phase 6 Letters and Sounds or equivalent.*) **(1)**
- Correctly writes from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(2)**
- (TAF) Uses full stops, capital letters, exclamation marks and question marks 75% of the time correctly. **(3)**
- TAF) Uses present and past tense correctly and consistently, progressive form to mark actions in progress *e.g. she is drumming, he was shouting.*) **(4)**
- (TAF) Spell many exception words (*most for GDS*) **(5)**
- (TAF) Add suffixes to spell words including –ment, -ness, -ful, -less, -ly. **(6)**
- Begins to spell some common homophones and distinguishes between homophones and near homophones. **(7)**
- Spell some contracted words, knowing the word 'apostrophe.' **(8)**
- Use the possessive apostrophe in singular nouns (*GDS*). **(9)**
- (TAF) Uses diagonal and horizontal strokes needed to join letters in some of their writing (*GDS.*) **(10)**
- (TAF) Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. Consistently uses spaces between words that reflect the size of the letters. **(11)**
- Use sentences of different forms: statements, questions, exclamations and commands. **(12)**
- (TAF) Uses a variety of co-ordination (*conjunctions – or, and, but*) in writing. **(14)**
- (TAF) Uses a variety of subordination (*conjunctions – when, if, that, because*) in writing. **(15)**
- Begin to use and recognise features of Standard English in their writing, (*e.g. not using slang, colloquialisms. Aware of the audience.*) **(17)**
- Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary. **(19)**
- Has stamina in writing, can write at least three parts. **(20)**
- Choose appropriate adjectives and adverbs to improve the quality of writing for the reader. **(22)**
- Beginning to proof read and evaluate own and others' writing and make relevant corrections, (*e.g. can check verb tenses consistently, spelling, grammar and punctuation.*) **(23)**
- Attempts to interest the reader through creating characters and settings. **(24)**
- Writing is appropriate for different purposes, follows forms of narrative (*real and fictional,*) recount and poetry. **(25)**

Term 3

KPIs Expected Standard (EXS)

- (TAF) Segments spoken words into phonemes and represents these by graphemes, spelling many correctly (*Phase 6 Letters and Sounds or equivalent.*) **(1)**
- Correctly writes from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(2)**
- (TAF) Uses full stops, capital letters, exclamation marks and question marks 75% of the time correctly. **(3)**
- TAF) Uses present and past tense correctly and consistently, progressive form to mark actions in progress *e.g. she is drumming, he was shouting.*) **(4)**
- (TAF) Spell many exception words (*most for GDS*) **(5)**
- (TAF) Add suffixes to spell words including –ment, -ness, -ful, -less, -ly. **(6)**
- Begins to spell some common homophones and distinguishes between homophones and near homophones. **(7)**
- (TAF) Uses diagonal and horizontal strokes needed to join letters in some of their writing (*GDS.*) **(10)**
- (TAF) Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. Consistently uses spaces between words that reflect the size of the letters. **(11)**
- Use sentences of different forms: statements, questions, exclamations and commands. **(12)**
- (TAF) Uses a variety of co-ordination (*conjunctions – or, and, but*) in writing. **(14)**
- (TAF) Uses a variety of subordination (*conjunctions – when, if, that, because*) in writing. **(15)**
- Begin to use and recognise features of Standard English in their writing, (*e.g. not using slang, colloquialisms. Aware of the audience.*) **(17)**
- Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary. **(19)**
- Has stamina in writing, can write at least three parts. **(20)**
- Read own writing aloud with appropriate intonation to make meaning clear. **(21)**
- Choose appropriate adjectives and adverbs to improve the quality of writing for the reader. **(22)**
- Beginning to proof read and evaluate own and others' writing and make relevant corrections, (*e.g. can check verb tenses consistently, spelling, grammar and punctuation.*) **(23)**
- Attempts to interest the reader through creating characters and settings. **(24)**
- Writing is appropriate for different purposes, follows forms of narrative (*real and fictional,*) recount and poetry. **(25)**

Greater Depth (GDS) Statement

- Write independently, effectively, coherently and creatively for different purposes and a range of audiences, drawing on their reading to inform the vocabulary and grammar of their writing.
- Sustain the writing of longer texts which maintain the purpose of the text type.
- Make simple additions, revisions and proof-reading corrections to their own writing.
- Use the punctuation taught at KS1 mostly correctly.

***The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose**

Writing Outcomes – Y2

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading Spine Chosen Texts</p> <p>Aut 1: <i>The Pied Piper</i></p> <p>Aut 2: <i>Meerkat Mail</i></p> <p>Spr 1: <i>The Three Little Wolves and the Big, Bad, Pig</i></p> <p><i>The True Story of the Three Little Pigs (N)</i></p> <p><i>Beware of Boys! (N)</i></p> <p>Spr 2: <i>Tadpole's Promise</i></p> <p><i>The Whisperer</i></p> <p>Sum 1:</p> <p>Sum 2: <i>Tango Laid an Egg</i></p> <p><i>The Day The Crayons Came Home</i></p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Retell a 3 part story that has a key central character.</p> <p>Transform for GDS: Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</p> <p style="text-align: center;"><u>Non-Chronological Report</u></p> <p>Expected Standard: Use information from research to group and assemble information into a short non-chronological report.</p> <p>Transform for GDS: Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Create a diamante poem. Complete structure: Line structure is as follows: Line 1: Beginning subject Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending '-ing' about line 1 Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending '-ing' about line 7 Line 6: Two adjectives about line 7 Line 7: End subject.</p> <p>Transform for GDS: Use increasingly precise adjectives and verbs.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Retell a traditional tale –with repeated events using the rule of three.</p> <p>Transform for GDS: Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</p> <p style="text-align: center;"><u>Recount</u></p> <p>Expected Standard: Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person. Complete as a post card or an email.</p> <p>Transform for GDS: Write same recount as a third person recount.</p> <p style="text-align: center;"><u>Explanation</u></p> <p>Expected Standard: Write a series of extended sentences, organised appropriately for a specific form to explain a process.</p> <p>Transform for GDS: Write a new explanation text where relevant items are grouped together and enough details are included.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification.</p> <p>Transform for GDS: Revise the way the nouns are expanded e.g. Adjectives after the noun, before the noun and use of additional information.</p> <p style="text-align: center;"><u>Instructions</u></p> <p>Expected Standard: Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</p> <p>Transform for GDS: Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail.</p> <p style="text-align: center;"><u>Persuasion</u></p> <p>Expected Standard: Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p> <p>Transform for GDS: Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and tell a story in four parts with clear use of subordination and co-ordination.</p> <p>Transform for GDS: Expand on the main event with a focus on use of verbs and adverbs.</p> <p style="text-align: center;"><u>Recount</u></p> <p>Expected Standard: Write a narrative recount in role. Write about a real experience.</p> <p>Transform for GDS: Change the form of the recount e.g. diary or letter considering how language and vocabulary choices may change.</p> <p style="text-align: center;"><i>*Less genres due to KS1 SATs</i></p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: To plan and write your own four part story showing the use of a range of sentence types and language to add detail.</p> <p>Transform for GDS: Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p style="text-align: center;"><u>Non-Chronological Report</u></p> <p>Expected Standard: Use the language and structural features in a specific form e.g. leaflet.</p> <p>Transform for GDS: Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</p> <p style="text-align: center;"><u>Poetry</u></p> <p>Expected Standard: Create a free verse poem about a chosen subject. Choose own purpose and audience. Use increasing precise range of adjectives and verbs with correct poetry punctuation.</p> <p>Transform for GDS: Change the purpose of the poem: to make someone laugh, to scare, to entertain, to describe.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.</p> <p>Transform for GDS: Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</p> <p style="text-align: center;"><u>Persuasion</u></p> <p>Expected Standard: Use simple persuasive language to write a persuasion based on a fictional book e.g. in the form of a letter to a character in a book.</p> <p>Transform for GDS: Expand on information using emotive language to create a persuasive leaflet for visit.</p>

* You must ensure that all of the books stated above (*archaic texts, non-linear, well loved, complexity, contemporary and non-fiction*) are read to the children OR used as a writing stimulus across the year

Year 3

Writing Assessment Indicators

Term 1

KPIs On-track for Expected Standard (EXS)

- Write from memory simple sentences, dictated by the teacher, that include the word and punctuation taught so far. **(1)**
- Is beginning to structure a sequence of events organised into paragraphs. **(2)**
- Is beginning to create basic settings, characters and simple plot in narratives with appropriate detail. **(3)**
- Punctuates sentences accurately using full stops, capital letters, exclamation marks and question marks. **(4)**
- Writing is mostly neat, well-spaces and generally of a consistent size. **(5)**
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined. **(10)**
- Write a range of sentences using conjunctions to show cause and effect, (*because, although, so.*) **(11)**
- Uses apostrophes consistently for contractions and possessive (*singular and plurals*) correctly 50% of the time. **(16)**
- Is starting to evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements. **(20)**
- Presentation of characters to interest the reader through use of some detail. **(22)**
- Include dialogue within writing, but punctuating direct speech with speech marks (*not always accurate.*) to begin to build a picture of character through what they say and how they say it. **(23)**
- Uses simple organisational devices in non-narrative writing (*heading and sub-headings.*) **(24)**
- Discuss and record ideas for writing in simple forms of planning, taking in to account writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. **(25)**

Term 2

KPIs On-track for Expected Standard (EXS)

- Write from memory simple sentences, dictated by the teacher, that include the word and punctuation taught so far. **(1)**
- Is beginning to structure a sequence of events organised into paragraphs. **(2)**
- Can sometimes create basic settings, characters and simple plot in narratives with appropriate detail. **(3)**
- Writing is mostly neat, well-spaces and generally of a consistent size. **(5)**
- Starting to spell homophones correctly (*Appendix page 53.*) **(7)**
- Can spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (*that have been taught*) correctly in writing (*Appendix 1.*) **(8)**
- Some variety in subordinating conjunctions. Some use of *which, where, if, after, when* (*at least three different uses across a range of writing.*) **(13)**
- Some use of adverbs to convey time, place and manner. **(14)**
- Correct choice and consistent use of the present, past and perfect tense. **(15)**
- Is beginning to use inverted commas to punctuate direct speech but is not always accurate. **(17)**
- Proof read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary in respect to aspects learned this year. **(19)**
- Is beginning to evaluate more the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements. **(20)**
- Read aloud their own writing, to a group or whole lass, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(21)**
- Presentation of characters to interest the reader through use of some detail. **(22)**
- Include dialogue within writing, but punctuating direct speech with speech marks (*not always accurate.*) to begin to build a picture of character through what they say and how they say it. **(23)**
- Discuss and record ideas for writing in simple forms of planning, taking in to account writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. **(25)**

Term 3

KPIs Expected Standard (EXS)

- Write from memory simple sentences, dictated by the teacher, that include the word and punctuation taught so far. **(1)**
- Is beginning to structure a sequence of events organised into paragraphs. **(2)**
- Create basic settings, characters and simple plot in narratives with appropriate detail. **(3)**
- Writing is mostly neat, well-spaces and generally of a consistent size. **(5)**
- Uses further prefixes and suffixes and understand how to add them (*Appendix 1.*) **(6)**
- Spell homophones correctly (*Appendix page 53.*) **(7)**
- Can spell most of the Year 1/2 statutory word list and some of the Year 3/4 words (*that have been taught*) correctly in writing (*Appendix 1.*) **(8)**
- Can find words in a dictionary using the first two letters to check meaning. **(9)**
- Identify and use correct terminology for preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel and inverted commas (*speech marks.*) **(12)**
- Uses adverbs to convey time, place and manner. **(14)**
- Is using inverted commas to punctuate direct speech with increasing accuracy. **(17)**
- Where appropriate, some commas mark phrases and clauses. **(18)**
- Proof read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary in respect to aspects learned this year. **(19)**
- Evaluate the effectiveness of their own writing, taking into account the audience and purpose and suggest improvements. **(20)**
- Read aloud their own writing, to a group or whole lass, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(21)**
- Include dialogue within writing, but punctuating direct speech with speech marks (*not always accurate.*) to begin to build a picture of character through what they say and how they say it. **(23)**
- Discuss and record ideas for writing in simple forms of planning, taking in to account writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. **(25)**

Greater Depth (GDS) Statement

- Write independently, effectively, coherently and creatively for different purposes and a range of audiences, drawing on their reading to inform the vocabulary and grammar of their writing.
- Sustain the writing of longer texts which maintain the purpose of the text type, with cohesion and interest maintained throughout the piece.
- Make effective additions, revisions and proof-reading corrections to their own writing.

***The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose**

Writing Outcomes – Y3

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chosen Texts Aut 1: Jack and Baked Bean Stalk The Stone Aged Boy Aut 2: Nim's Island	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>
	Expected Standard: To write a story in four parts, in the first person, with a definite ending. Transform for GDS: Change into a third person story.	Expected Standard: To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included. Transform for GDS: Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases.	Expected Standard: Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest. Complete as a myth . Transform for GDS: Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader.	Expected Standard: To write a five part story with a strong dilemma , using conventions of written dialogue to show the relationships between two characters and move the action forward. Transform for GDS: Revise one section of the story i.e. "problem". Use words and phrases to capture the readers' interest and imagination and select verbs carefully to describe actions, thoughts and feelings.	Expected Standard: Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time. Complete as a <i>fantasy</i> . Transform for GDS: Include detailed description of setting and time by using expanded noun phrases to give precise detail.	Expected Standard: Write a story where dialogue is the drive to move the story on. Transform for GDS: Revise the dialogue to provide strong characterisation.
Spr 1: Proudest Blue The Invisible Spr 2: Little Red Reading Hood	<u>Recount</u>	<u>Explanation</u>	<u>Non-Chronological Report</u>	<u>Non-Chronological Report</u>	<u>Instructions</u>	<u>Persuasion</u>
	Expected Standard: Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions, e.g. Blog, vlog . Transform for GDS: Write same event in a different form e.g. as a story or a diary .	Expected Standard: Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included. Transform for GDS: Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.	Expected Standard: Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. Complete as an information leaflet . Transform for GDS: Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article .	Expected Standard: Write a non-chronological report about a subject researched in a specific form e.g. website . Transform for GDS: Compare the subject in the leaflet to another similar subject using language of comparison and contrast. Create documentary .	Expected Standard: Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience. Transform for GDS: Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.	Expected Standard: Present a persuasive point of view in the form of a letter , beginning to link points together, selecting style and vocabulary appropriate to the reader. Transform for GDS: Change the viewpoint of the author, selecting vocabulary appropriately.
Sum 1: The Twits: The Playscript Sum 2: The Firework Maker's Daughter	<u>Poetry</u>	<u>Play Script</u>	<u>Instructions</u>	<u>Letter</u>	<u>Explanation</u>	<u>Recount</u>
	Expected Standard: Create a clerihew , four lines in length including rhyming couplets (AABB). Ensure the subject of the poem is a character named on one of the lines. Focus on comic language. E.g. Mr Smith wears a wig, But for his head it's rather big. In windy weather he was careless. Now Mr Smith's head is hairless. Transform for GDS: Vary the rhyme scheme to either ABCB or ABAB.	Expected Standard: To write a play script including correct layout, narrator, cast, standard and non-standard English and punctuation for effect. Transform for GDS: Transform writing in to a short four part story, incorporating some appropriate play script conversation as dialogue.	Expected Standard: Write multistep instructions with a clear audience and for a given purpose ensuring that they can be followed. Transform for GDS: Explore additional ways to organise and add to the instructions after evaluating the effectiveness of the first set.	Expected Standard: Create an informal letter telling a loved one of a recent event using a character from a story as the basis for this. Transform for GDS: Transform the letter in to a diary from a different character's perspective on the event.	Expected Standard: Write extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included. Focus on formal style. Transform for GDS: Change the audience of the explanation and consider adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.	Expected Standard: Write a recount in the 1st person with a clear audience and form e.g. an eye witness report based on a book read. Transform for GDS Make a change to the audience or form and chose what text and language features to use.

* You must ensure that all of the books stated above (*archaic texts, non-linear, well loved, complexity, contemporary and non-fiction*) are read to the children OR used as a writing stimulus across the year

Writing Assessment Indicators

Term 1

KPIs On-track for Expected Standard (EXS)

- Writing has clear structure across a range of genres. **(1)**
- Sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. *change of character, time, place and event.*) **(2)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(3)**
- Writing is of consistent size and is neat. **(4)**
- Uses fronted adverbials, (e.g. *start with time connective or adverb followed by a comma.*) **(5)**
- Spell all of the Year 1/2 statutory word list and most of the Year 3/4 words correctly in writing (Appendix 1.)**(6)**
- Sentences include prepositions, e.g. *before, after, during, in, because of, under* or sentences include a prepositional phrase. **(13)**
- Uses Standard English forms for verb inflections instead of local spoken forms, e.g. *'we were' instead of 'we was.'* **(14)**
- Write a complete story with a full sequence of events in narrative order. **(16)**
- Discuss and record more detailed ideas for writing in the form of planning. **(19)**
- Begin to use similes to add description to writing. **(20)**
- Choose vocabulary for effect to reflect audience and purpose. **(24)**

Term 2

KPIs On-track for Expected Standard (EXS)

- Writing has clear structure across a range of genres. **(1)**
- Sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. *change of character, time, place and event.*) **(2)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(3)**
- Writing is of consistent size and is neat. **(4)**
- Spell all of the Year 1/2 statutory word list and most of the Year 3/4 words correctly in writing (Appendix 1.)**(6)**
- Uses the possessive apostrophe correctly in words with regular plurals (for example, *girls', boys'*) and in words with irregular plurals. **(7)**
- Use the first two or three letters of a word to check its spelling in a dictionary. **(8)**
- Punctuates direct speech accurately (e.g. *comas after reporting clause: end punctuation within inverted commas.*) **(10)**
- Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, e.g. *'The teacher' expanded to 'The strict maths teacher with curly hair sat at his desk.'* **(11)**
- Uses appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. **(12)**
- Uses Standard English forms for verb inflections instead of local spoken forms, e.g. *'we were' instead of 'we was.'* **(14)**
- Write narrative that develops character, setting and plot. **(17)**
- Edit and improve a section through re-drafting. **(18)**
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements. **(22)**
- Choose vocabulary for effect to reflect audience and purpose. **(24)**

Term 3

KPIs Expected Standard (EXS)

- Writing has clear structure across a range of genres. **(1)**
- Sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. *change of character, time, place and event.*) **(2)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(3)**
- Spell all of the Year 1/2 statutory word list and most of the Year 3/4 words correctly in writing (Appendix 1.)**(6)**
- Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch. **(9)**
- Uses Standard English forms for verb inflections instead of local spoken forms, e.g. *'we were' instead of 'we was.'* **(14)**
- Uses detail to build character descriptions and provoke a response and begin to integrate dialogue to convey characters. **(15)**
- Write narrative that develops character, setting and plot. **(17)**
- Edit and improve a section through re-drafting. **(18)**
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(21)**
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements. **(22)**
- Begin to use both a formal and an informal style. **(23)**
- Choose vocabulary for effect to reflect audience and purpose. **(24)**
- Identify and use correct terminology for adverbial, determiner, pronoun and possessive pronoun. **(25)**

Greater Depth (GDS) Statement

- Write independently, effectively, coherently and creatively for a wide range of audiences and purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
- Paragraphing is clear and ideas are developing and are linked to guide the reader through the text
- Writing has a clear voice, which is sustained through both shorted and more extended texts.
- Make effective additions, revisions and proof-reading corrections to their own writing to impact on the reader.

***The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose**

Writing Outcomes – Y4

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Term 1A A River / Little Red	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>
Term 1B Dog	Expected Standard: To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures	Expected Standard: Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.	Expected Standard: Plan a complete story focussed on organisational devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns.	Expected Standard: Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.	Expected Standard: Write in role as a character from a story.	Expected Standard: Plan and write a story with a strong central character using "show not tell" techniques to provide information to the reader about that character.
Term 2A The Promise	Transform for GDS: Add character descriptions designed to provoke sympathy or dislike in the reader.	Transform for GDS: Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.	Transform for GDS: Experiment with using different organisational devices with some attempt to link paragraphs together.	Transform for GDS: Transform the narrative through a change in atmosphere, varying the vocabulary to support it.	Transform for GDS: Change the narrative voice or write from two perspectives.	Transform for GDS: Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.
Term 2B The Boy at the Back of the Class	<u>Recount</u>	<u>Persuasion</u>	<u>Instructions</u>	<u>Non-Chronological Report</u>	<u>Recount</u>	<u>Non-Chronological Report</u>
Term 3A	Expected Standard: Write a recount in the 1st person with a clear audience and form e.g. a day in the life of a Roman soldier for children.	Expected Standard: Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.	Expected Standard: Following a practical experience, children should write instructions for a given purpose and audience. Ensure precise inclusion of imperatives.	Expected Standard: Write a report with a clear audience and specific form, e.g. magazine article.	Expected Standard: Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately.	Expected Standard: Write a comparative report based on their own notes taken from several sources.
Term 3B I Go Quiet	Transform for GDS: Make a change to the person it is written in, the audience or form and chose what text and language features to use.	Transform for GDS: Change the advert into a different form e.g. TV advert changing organisational devises, use of vocabulary and linguistic devices.	Transform for GDS: Adapt to different audience and for different purpose. Include more refined imperatives, adverbs for clarity and diagrams to support.	Transform for GDS: Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience, e.g. Wikipedia page or other website.	Transform for GDS: Same recount in a different form and style e.g. Recount events as a diary.	Transform for GDS: Turn the report into a clear form with a different audience e.g. fact file, webpage, entry into non-fiction book.
	<u>Instructions</u>	<u>Explanation</u>	<u>Persuasion</u>	<u>Letter</u>	<u>Poetry</u>	
	Expected Standard: Following a practical experience, children should write instructions for a given purpose and audience.	Expected Standard: Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.	Expected Standard: Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.	Expected Standard: Write an informal letter from one key character to another.	Expected Standard: Create a kenning poem with precise adjective choices to describe an object of a sustained length.	
	Transform for GDS: Adapt instructions by using precise imperatives and changing audience.	Transform for GDS: Write same explanation in an informal style noting change of audience and form to suit this text.	Transform for GDS: Change the formality of the letter: formal audience, i.e. police, head teacher, poliitian, council etc.	Transform for GDS: Write in advanced style of another character adapting their speech and mannerisms through writing, e.g. BFG speech, stammers, nervous habits.	Transform for GDS: Use of language devices such as metaphors and similes. Consider the order of the kennings for impact on the reader.	

* You must ensure that all of the books stated above (*archaic texts, non-linear, well loved, complexity, contemporary and non-fiction*) are read to the children OR used as a writing stimulus across the year

Writing Assessment Indicators

Term 1

KPIs On-track for Expected Standard (EXS)

- Join writing legibly and fluently with increased speed. **(1)**
- Ideas across paragraphs are linked using a wide range of cohesive devices. **(2)**
- Identify the audience and purpose of the writing, selecting the appropriate form. **(4)**
- Spell most of the Year 3/4 statutory word list and some of the Year 5/6 words correctly in my writing. **(6)**
- Write words with prefixes and suffixes understanding the meaning and effect they convey, (e.g. *-ible, -able, -ably, -ibly* etc.) **(8)**
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word. **(9)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(11)**
- Use a range of expanded noun phrases. **(12)**
- Use modal verbs or adverbs to indicate degrees of possibility, (e.g. *might, should, will, must.*) **(13)**
- Uses relative clauses beginning with *who, which, where, when, whose, that* or with an implied (*i.e. omitted*) relative pronoun. **(15)**
- Effectively plans their writing, noting and developing initial ideas, drawing on reading and research – précising where necessary. **(17)**
- Use both reported and direct speech with correct punctuation. **(18)**
- Imaginative detail and precise vocabulary included for effect, for example, to engage as well as to inform. **(19)**
- Begin to evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. **(22)**

Term 2

KPIs On-track for Expected Standard (EXS)

- Join writing legibly and fluently with increased speed. **(1)**
- Secure use of complex sentences and position of clauses and commas, which show an understanding of how to achieve different effects. **(3)**
- Identify the audience and purpose of the writing, selecting the appropriate form. **(4)**
- Ensures the consistent and correct use of tense throughout a piece of writing. **(5)**
- Spell most of the Year 3/4 statutory word list and some of the Year 5/6 words correctly in my writing. **(6)**
- Write words with prefixes and suffixes understanding the meaning and effect they convey, (e.g. *-ible, -able, -ably, -ibly* etc.) **(8)**
- Use brackets, dashes and/or commas to indicate parenthesis. **(10)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(11)**
- Can mark relationships of rime and cause, through the use of perfect form of verbs. **(14)**
- Understands the purpose of different conjunctions and uses them appropriately across different types of writing. **(16)**
- Effectively plans their writing, noting and developing initial ideas, drawing on reading and research – précising where necessary. **(17)**
- Imaginative detail and precise vocabulary included for effect, for example, to engage as well as to inform. **(19)**
- In narrative, can use dialogue to help convey the character and advance the action. **(20)**
- In narrative, describes settings, characters and atmosphere using expressive or figurative language, (*words and phrases.*) **(21)**
- Sometimes will evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. **(22)**

Term 3

KPIs Expected Standard (EXS)

- Identify the audience and purpose of the writing, selecting the appropriate form. **(4)**
- Ensures the consistent and correct use of tense throughout a piece of writing. **(5)**
- Spell most of the Year 3/4 statutory word list and some of the Year 5/6 words correctly in my writing. **(6)**
- Knows that some words have silent letters and can spell them correctly, (e.g. *knight, psalm.*) **(7)**
- Write words with prefixes and suffixes understanding the meaning and effect they convey, (e.g. *-ible, -able, -ably, -ibly* etc.) **(8)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(11)**
- Understands the purpose of different conjunctions and uses them appropriately across different types of writing. **(16)**
- Effectively plans their writing, noting and developing initial ideas, drawing on reading and research – précising where necessary. **(17)**
- Imaginative detail and precise vocabulary included for effect, for example, to engage as well as to inform. **(19)**
- In narrative, can use dialogue to help convey the character and advance the action. **(20)**
- In narrative, describes settings, characters and atmosphere using expressive or figurative language, (*words and phrases.*) **(21)**
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. **(22)**
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(23)**
- Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly, within a piece of writing. **(24)**
- Identify and use correct terminology for modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, colon (*for list*), cohesion and ambiguity. **(25)**

Greater Depth (GDS) Statement

- Write independently and effectively for multiple audiences and purposes, selecting appropriate levels of formality and vocabulary choices, effectively controlling their writing.
- Draw on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing.
- Make effective choices, revisions and purposeful omissions to impact on and interest the reader.

***The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose**

Writing Outcomes – Y5

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Term 1A Here we are (Space / Letters)</p> <p>Beowulf (Anglo Saxons)</p> <p>Term 1B Beowulf (Anglo Saxons)</p> <p>Term 2A There's A Boy in the Girls Bathroom</p> <p>Term 2B Journey (geography Link)</p> <p>Romeo and Juliet Graphic Novel</p> <p>Term 3A 1000 year old Boy</p> <p>Term 3B (Choice)</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Write a five-part story using language to evoke mood and atmosphere and develop characterisation, complete as a Viking legend.</p> <p>Transform for GDS: Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.</p> <p style="text-align: center;"><u>Recount</u></p> <p>Expected Standard: Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. Complete as a newspaper report.</p> <p>Transform for GDS: Write the same recount for two or three audiences, appealing to each one through managed shifts of formality, i.e. tabloid, broadsheet, online news article, older audience or younger.</p> <p style="text-align: center;"><u>Non-fiction (choice)</u></p> <p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. Use a digital narrative.</p> <p>Transform for GDS Change the story to focus on a different technique looking at how the language choice changes, i.e. change to suspense, sci-fi or mystery etc.</p> <p style="text-align: center;"><u>Non-Chronological Reports</u></p> <p>Expected Standard: Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience, e.g. a magazine spread.</p> <p>Transform for GDS Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report.</p> <p style="text-align: center;"><u>Letter</u></p> <p>Expected Standard: Write an informal letter from one key character to another.</p> <p>Transform for GDS: Write in advanced style of another character adapting their speech and mannerisms through writing, e.g. BFG speech, stammers, nervous habits.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p>Transform for GDS Adapt the story for a different audience aiming for consistency in character and style</p> <p style="text-align: center;"><u>Persuasion</u></p> <p>Expected Standard: Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject.</p> <p>Transform for GDS Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.</p> <p style="text-align: center;"><u>Factual Writing</u></p> <p>Expected Standard: Use formal and technical language to create a biography on a chosen historical figure. Use a range of presentational devices to appeal to a specific audience, e.g. Henry VIII.</p> <p>Transform to GDS: Transform biography in to online factual article for a younger audience.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.</p> <p>Transform for GDS Change the story to show parallel narrators where events are portrayed simultaneously.</p> <p style="text-align: center;"><u>Procedural Text</u></p> <p>Expected Standard: Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.</p> <p>Transform for GDS Change to a non-linear structure with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.</p> <p style="text-align: center;"><u>Recount</u></p> <p>Expected Standard: Practise writing a recount in the style of a blog so that pupils are forced to consider the precise level of formality required.</p> <p>Transform for GDS: Write the same recount over a series of Tweets.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and write a non-linear story e.g. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.</p> <p>Transform for GDS Use the non-linear structure to show changes in atmosphere and mood.</p> <p style="text-align: center;"><u>Discussion</u></p> <p>Expected Standard: Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion.</p> <p>Transform for GDS Combine the discussion text with another text type with a clear audience and form.</p> <p style="text-align: center;"><u>Non-fiction (choice)</u></p> <p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p> <p>Transform for GDS Add an additional narrative voice demonstrating a change in formality.</p> <p style="text-align: center;"><u>Explanation</u></p> <p>Expected Standard: Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style.</p> <p>Transform for GDS Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences.</p> <p style="text-align: center;"><u>Non-fiction (choice)</u></p> <p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>

* You must ensure that all of the books stated above (archaic texts, non-linear, well loved, complexity, contemporary and non-fiction) are read to the children OR used as a writing stimulus across the year

Writing Assessment Indicators

Term 1

KPIs On-track for Expected Standard (EXS)

- (TAF) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far – legibly, fluently and at appropriate speed. **(1)**
- Selects appropriate form of writing for a task and other similar writing. **(2)**
- Ideas organised into planned coherent set of paragraphs, which are varied in length and structure, the overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.* **(3)**
- Uses a wide range of clause structures, sometimes varying their position within the sentences for effect on the reader. **(10)**
- Uses adverbs, prepositional phrases and expanded noun phrases effectively. **(13)**
- Uses layout devices to structure text appropriately, e.g. *headings, columns, bullets or tables.* **(15)**
- Uses an advanced range of conjunctions which fit the style of the writing. **(17)**
- (TAF) Is beginning to integrate dialogue to convey character and advance the action. **(18)**
- Ensures sentences are grammatically correct through proof reading and correcting. **(21)**
- (TAF) Can write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader. **(22)**
- Can effectively evaluate and edit own and others' writing. **(24)**

Term 2

KPIs On-track for Expected Standard (EXS)

- (TAF) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far – legibly, fluently and at appropriate speed. **(1)**
- Selects appropriate form of writing for a task and other similar writing. **(2)**
- Ideas organised into planned coherent set of paragraphs, which are varied in length and structure, the overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.* **(3)**
- (TAF) Uses all of the following punctuation mostly correctly: *inverted commas for speech, commas for clarity, brackets or commas for separation.* **(4)**
- Uses hyphens to help avoid ambiguity. **(9)**
- Makes some correct use of punctuation to mark the boundary between independent clauses, including: commas, semi colons, dashes and colons. **(11)**
- Use passive voice to effect the presentation of information within a sentence. **(14)**
- Uses a range of main, subordinate and relative clauses to develop and explain ideas. **(16)**
- (TAF) Will sometimes integrate dialogue to convey character and advance the action. **(18)**
- (TAF) Beginning to take control over levels of formality, e.g. *selecting vocabulary and manipulating grammatical structures.* **(19)**
- (TAF) Uses a range of cohesive devices, e.g. *repetition, ellipsis, adverbials within and across paragraphs.* **(20)**
- Ensures sentences are grammatically correct through proof reading and correcting. **(21)**
- (TAF) Can write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader. **(22)**
- Can effectively evaluate and edit own and others' writing. **(24)**

Term 3

KPIs Expected Standard (EXS)

- (TAF) Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far – legibly, fluently and at appropriate speed. **(1)**
- Selects appropriate form of writing for a task and other similar writing. **(2)**
- Ideas organised into planned coherent set of paragraphs, which are varied in length and structure, the overall direction of the text is supported by clear links between paragraphs using *adverbials of time and place, conjunctions, pronouns etc.* **(3)**
- (TAF) Uses imaginative detail and precise vocabulary included for effect, for example, to engage as well as inform in a range of writing. *(Describes settings, characters and atmosphere.)* **(5)**
- (TAF) Spelling mostly correct from Year 5 and 6 word lists *(Appendix 1)* and know the etymology of some words and use a dictionary to check the spelling of uncommon or ambitious vocabulary. **(6)**
- Adds prefixes and suffixed and knows more complex letter strings. **(7)**
- To spell further homophones *(listed in Appendix 1, p60.)* **(8)**
- (TAF) Can use different verb forms accurately. **(12)**
- (TAF) Integrate dialogue to convey character and advance the action. **(18)**
- Ensures sentences are grammatically correct through proof reading and correcting. **(21)**
- (TAF) Can write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader. **(22)**
- Writes and performs own compositions confidently, using appropriate intonation, volume and movement so that meaning is clear. **(23)**
- Can effectively evaluate and edit own and others' writing. **(24)**
- Can identify, understand and use terminology accurately and appropriately in discussing writing and reading. **(25)**

Greater Depth (GDS) Statement**GD Statement**

- Write effectively for a range of purposes and audiences, selecting the appropriate form.
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
- Distinguish between the language of speech and writing and choose the appropriate register
- Make effective choices, revisions and purposeful omissions to impact on and interest the reader. (Not TAF)
- Use the range of punctuation taught at Key Stage 2 correctly and when necessary use such punctuation precisely to enhance meaning and avoid ambiguity.

***The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose**

Writing Outcomes – Y6

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Term 1A Cogheart (Victorians)</p> <p>Term 1B Another Twist in the Tale (Victorians)</p> <p>Term 2A Hansel and Gretel</p> <p>Term 2B Black Flamingo</p> <p>Term 3A I talk like a River</p> <p>Term 3B Romeo and Juliet</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Write a five-part story using language to evoke mood and atmosphere and develop characterisation.</p> <p>Transform for GDS: Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.</p> <p style="text-align: center;"><u>Recount</u></p> <p>Expected Standard: Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.</p> <p>Transform for GDS: Write the same recount for two or three audiences, appealing to each one through managed shifts of formality</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour</p> <p>Transform for GDS Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.</p> <p style="text-align: center;"><u>Non-Chronological report</u></p> <p>Expected Standard: Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.</p> <p>Transform for GDS Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and write a non- linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.</p> <p>Transform for GDS Independently use a non-linear structure to show control of formality for different shifts of time.</p> <p style="text-align: center;"><u>Persuasion</u></p> <p>Expected Standard: Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</p> <p>Transform for GDS Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and write a story with two narrators to tell the story from different perspectives.</p> <p>Transform for GDS Independently change the formality of the two narrators so that they contrast.</p> <p style="text-align: center;"><u>Discussion</u></p> <p>Expected Standard: Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice.</p> <p>Transform for GDS Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and write an extended narrative divided into chapters.</p> <p>Use of description and figurative language to create atmosphere.</p> <p>Transform for GDS Independently include dialogue to show shifts of formality; develop character and move the action forward.</p> <p style="text-align: center;"><u>Explanation</u></p> <p>Expected Standard: Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.</p> <p>Transform for GDS Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p>Expected Standard: Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.</p> <p>Transform for GDS Write own story that they have always wanted to write!</p> <p>Non-fiction (choice) Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>

* You must ensure that all of the books stated above (*archaic texts, non-linear, well loved, complexity, contemporary and non-fiction*) are read to the children OR used as a writing stimulus across the year