

Key Skills Assessment Criteria

Subject: Writing



	Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
Year 1	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Name the letters of the alphabet in order</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Write sentences, sequencing them to form short narratives (real or fictional)</p> <p>Write sentences by re-reading what he/she has written to check that it makes sense</p>	<p>Use capital letters and full stops to demarcate sentences in some of his/her writing</p> <p>Begin to punctuate work using question marks and exclamation marks</p>
Year 2	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	<p>Write for different purposes to develop positive attitudes and stamina for writing</p> <p>Consider what he/ she is going to write before beginning by encapsulating what he/ she wants to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to his/her own writing by proofreading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher</p>	<p>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest</p> <p>Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required</p> <p>Use commas to separate items in a list</p>
Year 3	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Draft and write in narratives, creating settings, characters and plot</p> <p>Proof-read for spelling errors and for punctuation - including capital letters and</p> <p>full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</p>	<p>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an o pen box</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <p>Use headings and sub-headings to aid presentation</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play</p> <p>Begin to use inverted commas to punctuate direct speech</p>
Year 4	<p>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</p> <p>Understand and add suffixes -ation, -ous.</p> <p>Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</p> <p>Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)</p> <p>Spell words with the 's' sounds spelt 'sc' e.g. science, scene.</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Draft and write by organising paragraphs a round a theme</p> <p>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</p>	<p>Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p>

	<p>Use the first three or four letters of a word to check its spelling in a dictionary.</p> <p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far</p>			
Year 5	<p>Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</p> <p>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.</p> <p>Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.</p> <p>Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.</p> <p>Spell some words with 'silent' letters e.g. knight, psalm, solemn.</p> <p>Spell some of the year 5 and 6 words correctly (English Appendix 1).</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p>	<p>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Write increasingly legibly.</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p> <p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</p>	<p>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p>Use commas to clarify meaning or avoid ambiguity</p>
Year 6	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.</p> <p>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.</p> <p>Distinguish between homophones and other words which are often confused (English Appendix 1).</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Spell most of the year 5 and 6 words correctly (English Appendix 1).</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).</p> <p>Use a thesaurus with confidence.</p>	<p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Draft and write narratives, describing settings, characters and atmosphere</p> <p>Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Proof-read for spelling errors linked to spelling statements for year 6</p> <p>Proof-read for spelling errors linked to spelling statements for year 6</p>	