



Marches Academy Trust

Writing Assessment Criteria

Primary

Guidance for teachers - Main principles

These Writing Assessment frameworks have been created in order to ensure consistency in the assessment of writing across the Marches Academy primary schools.

These frameworks are intended to be used to make a teacher assessment judgement at the end of each year or nearing the completion of the curriculum for that year. The writing assessment grids for Years 2 and 6 are the statutory assessment framework and contain statements to enable teachers to make a judgement for WTS and GDS as well as EXS. This is also the same for Year 1 where the national curriculum is specific for that year group. For Year's 3.4 and 5 there is one set of criteria indicating what children need to demonstrate to make EXS. This is due to the fact that the curriculum for writing is set out over two years in the National curriculum. Teacher judgements of GDS and WTS should be made on the basis of the level at which they have mastered the criteria on this list.

The frameworks focus on certain key aspects of the core subjects for the specific purpose of assessing writing. They do not cover all of the content of the national curriculum. Therefore they can be used as guidance throughout the year but should not be used in isolation for planning purposes or to track progress throughout the key stage. Pupils meeting the different standards within the frameworks will have a broader range of knowledge and skills than those being assessed, and these should be reported to parents.

Teachers need to base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom. This should include work in curriculum subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement. Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements.

Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. A pupil's work which demonstrates that they are meeting a standard is sufficient to show that they are working above preceding standards.

Some of the statements within this framework contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Teachers should refer to the exemplification materials produced by the Primary Improvement Teams (or the STA exemplars if in Years 2 or 6) to support with their judgements.

All schools are required to make reasonable adjustments for pupils with disabilities. Disability is defined in the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. When teachers assess pupils against the 'pupil can' statements, they should base their judgements on what disabled pupils can do when reasonable adjustments are in place (for example, reducing anxiety by providing a quiet learning space, or allowing more time to process instructions). If a pupil has a disability that prevents them from demonstrating attainment in the way described in a 'pupil can' statement, their individual method of communication or learning is applicable (for example, using a visual phonics system for a pupil with a hearing impairment, or using a computer for a pupil with vision impairment because they cannot read back their handwriting).

Teachers should ensure that all pupils have the opportunity to demonstrate attainment with reasonable adjustments in place, but the standards of the assessment should not be compromised

and must be met in an equivalent way. Teachers should use their professional discretion in making such judgements for each pupil. If a pupil has a disability that physically prevents them from demonstrating a 'pupil can' statement altogether, even with reasonable adjustments in place, these statements can be excluded from the teacher assessment judgement (for example, handwriting if the pupil is physically restricted when writing, or for phonics if a pupil is deaf and unable to make use of a visual phonics system). Teachers should use their professional discretion in making such judgements for each pupil, and be able to justify these during moderation.

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent and outcomes are reliable. Schools should ensure that their teacher assessment judgements are moderated internally and, where possible, with other schools. This will quality-assure judgements and provide a valuable opportunity for professional development.

Year 1 Writing Assessment Criteria

Working Towards the Expected Standard		1	2	3	4	5
Spelling	Spells words by identifying sounds in them and representing the sounds with a letter or letters					
	Can spell words using a sound for each letter of the alphabet and at least 10 digraphs including some exception words.					
Handwriting	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases					
	Write simple sentences that can be read by others.					
Composition	Write recognisable letters, most of which are correctly formed					

Working At the Expected Standard		1	2	3	4	5
Spelling:	Spells words containing each of the 40+ phonemes already taught					
	Spells many Year 1 common exception words					
	Spells the days of the week correctly					
	Uses the rule for adding –s or –es and the plural marker for nouns and third person singular marker for verbs					
	Use the prefix –un mostly correctly					
	Uses –ing,-ed, -er and –est where no change is needed in the spelling of root words					
Handwriting	Forms lower-case letters in the correct direction, starting and finishing in the right place.					
	Forms capital letters and the digits 0-9					
Composition	Sequences sentences to form short narratives					
	Re-reads to check their writing makes sense.					
VGP	Leaves spaces between words					
	Joins words and clauses using ‘and’					
	Beginning to punctuate sentences using a capital letter and full stop					
	Uses a capital letter for the names of people, places, days of the week and personal pronoun ‘I’					

Working at Greater Depth within the Expected Standard		1	2	3	4	5
Spelling	Spells most Year 1 common exception words					
	Segments spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.					
Handwriting	Leaves spaces between words reliably					
	Beginning to form lower case letters relative to one another.					
Composition	Sequences sentences to form short narratives (real or fictional)					
VGP	Punctuates some sentences using a capital letter and full stop. Evidences an early understanding of question marks and exclamation marks					

Year 2 Writing Assessment Criteria

Working Towards the Expected Standard		1	2	3	4	5
Spelling	Segments spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.					
	Spells some common exception words*.					
Handwriting	Forms lower-case letters in the correct direction, starting and finishing in the right place.					
	Forms lower-case letters of the correct size relative to one another in some of their writing.					
	Uses spacing between words.					
Composition	Writes sentences that are sequenced to form a short narrative (real or fictional).					
VGP	Demarcates some sentences with capital letters and full stops.					

Working At the Expected Standard		1	2	3	4	5
Spelling	Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.					
	Spells many common exception words*.					
Handwriting	Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.					
	Uses spacing between words that reflects the size of the letters.					
Composition	Writes simple, coherent narratives about personal experiences and those of others (real or fictional)					
	Writes about real events, recording these simply and clearly.					
VGP	Demarcates most sentences in their writing with capital letters and full stops, and use question marks correctly when required.					
	Uses present and past tense mostly correctly and consistently.					
	Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.					

Working At Greater Depth within the Expected Standard		1	2	3	4	5
Spelling	Spells most common exception words.					
	Adds suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*.					
Handwriting	Uses the diagonal and horizontal strokes needed to join some letters.					

Composition	Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.					
	Makes simple additions, revisions and proof-reading corrections to their own writing.					
VGP	Uses the punctuation taught at key stage 1 mostly correctly.					

Year 3 Writing Assessment Criteria

Working At the Expected Standard		1	2	3	4	5
Spelling	Use some prefixes and suffixes e.g. dis mis in					
	Spells common homophones e.g. which/witch					
	Uses apostrophe for a range of contractions and for singular nouns. Beginning to use possessive apostrophe for plurals					
Handwriting	Uses diagonal and horizontal strokes needed to join many letters.					
Composition	Is beginning to organise related ideas in paragraphs.					
	Describes characters, settings and/or plot in a simple way with some interesting details.					
	In non-narratives uses simple organisational devices e.g. Headings and sub-headings					
	Makes appropriate additions, revisions and proofreading corrections to their own writing					
VGP	Uses a range of coordinating and subordinating conjunctions					
	Use standard English when appropriate					
	To maintain the correct use of past and present tense.					
	Makes some appropriate use of pronouns to replace nouns.					
	Express time and place using subordinating conjunctions. Identify and begin to use a range of prepositions.					
	Begins some sentences with fronted adverbials					
	Uses inverted commas to mark direct speech					
	Spells some of the Year 3/4 statutory word list					
	Uses the full range of punctuation taught in Ks1 accurately: . Cp commas in a list,! ?					

Year 4 Writing Assessment Criteria

Working At the Expected Standard		1	2	3	4	5
Spelling	Uses a range of prefixes and suffixes and understands how to add them including dis mis in anti inter sub auto					

	Spell further homophones bawl/ball break/brake grown/groan					
	Uses apostrophes for contraction possessive apostrophes accurately in regular and irregular plurals					
Handwriting	Uses increasingly legible and consistent handwriting in line with school handwriting programme.					
Composition	Organises paragraphs around a theme					
	In narratives, creates settings, characters and plots					
	In non-narratives uses simple organisational devices e.g. Headings and sub-headings					
	Evaluate and edit by assess the effectiveness of their writing and suggests improvements. Proposes changes to grammar and edits accordingly. Proofread for spelling and punctuation errors					
VGP	Extends range of sentence with more than one clause by using subordinating and coordinating conjunctions					
	Uses standard English when appropriate.					
	Uses the present perfect form of verbs in contrast to the past tense.					
	Avoids repetition of nouns and pronouns.					
	Uses conjunctions, adverbs and prepositions to express time and cause					
	Uses fronted adverbials usually marked with a comma					
	Uses and punctuates direct speech					
	Spells most of the Year 3/4 statutory word list					
	Securely and effectively uses the range of punctuation taught in ks1 accurately.					

Year 5 Writing Assessment Criteria

Working At the Expected Standard		1	2	3	4	5
Spelling	Uses further prefixes and suffixes and understand the guidance for adding them					
	Spells some words with silent letters correctly					
	Continues to distinguish between homophones and other words which are often confused.					
Handwriting	Writes increasingly legibly, consistently and with increasing speed					
Composition	In narratives, describes settings and characters with increasing detail					

	Uses some devices to build cohesion within and across paragraphs					
	Uses some organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]					
	Ensures the increasingly consistent and correct use of tense throughout a piece of writing					
	Uses the correct subject and verb agreement when using singular and plurals.					
	Proof-reads for spelling and punctuation errors					
VGP	Recognises and uses vocabulary and structures that are appropriate for formal speech and writing increasingly consistently					
	Uses the perfect form of verbs to mark relationships of time and cause.					
	using expanded noun phrases to convey complicated information concisely					
	Uses modal verbs or adverbs to indicate degrees of possibility					
	Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun					
	Uses brackets, dashes or commas to indicate parenthesis					
	Beginning to use colons, colons or dashes to mark boundaries between independent clauses.					
	Uses a colon to introduce a list mostly correctly.					

Year 6 Writing Assessment Criteria

Working Towards the Expected Standard		1	2	3	4	5
Spelling	Spells correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*					
Handwriting	Writes legibly.					
Composition	Writes for a range of purposes					
	Uses paragraphs to organise ideas					
	In narratives, describes settings and characters					
	In non-narrative writing, uses simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)					
VGP	Uses capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.					

Working At the Expected Standard		1	2	3	4	5
Spelling	Spells correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary					
Handwriting	Maintains legibility in joined handwriting when writing at speed					
Composition	Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)					
	In narratives, describes settings, characters and atmosphere					
	Integrates dialogue in narratives to convey character and advance the action					
VGP	Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)					
	Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs					
	Uses verb tenses consistently and correctly throughout their writing					
	Uses the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)					

Working At Greater Depth within the Expected Standard		1	2	3	4	5
Spelling	-[There are no additional statements for spelling or handwriting]					
Handwriting	- [There are no additional statements for spelling or handwriting]					
Composition	Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)					
	Distinguishes between the language of speech and writing and choose the appropriate register					
VGP	Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this					
	Uses the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.					

