

Compass Federation of Schools

**Leadership for learning**

*Diligent, innovative, just*

KS1 and 2

Writing Curriculum

Progression and Assessment Framework

THE  
**COMPASS**  
PARTNERSHIP OF SCHOOLS



**National Curriculum Assessment Grid**  
**English: Writing**  
**Year 1 – Expected = 12 points**

Compass Federation of Schools

Leadership for learning

*Diligent, innovative, just*

Name/Group:	Class:	Year Group:			
<ul style="list-style-type: none"> <li>Highlight the statements children have met – it is suggested that there should be examples of evidence across more than 1 piece of writing</li> <li>The framework works on a 'best fit' model</li> <li>To achieve 'Expected' within the year group all the bold statements should be highlighted, other statements may be highlighted</li> <li>Circle the relevant judgement on the assessment grid for the child or group</li> <li>Enter the correct numerical value onto the tracker each term</li> </ul> <p><b>For children below Year 1 Emerging, please refer to the Early Learning Goals.</b></p>		<b>Assessed Level</b>			
		Aut	9	<b>10</b>	11
		Spr	10	<b>11</b>	12
		Sum	11	<b>12</b>	13
<b>Writing composition, structure and effect</b>		<b>Spelling and Handwriting</b>		<b>Vocabulary, grammar and punctuation</b>	

<p><i>In some writing possibly with support writes sentences by:</i></p> <p>Composing a sentence orally before writing it</p> <p><b>Uses some appropriate (mostly simple) word choice to convey information and ideas e.g. story or topic related vocabulary (the policemen wore a helmet and a badge)</b></p> <p>Sentences often start with simple subject/verb (I sat, dad went)</p> <p>Uses adjectives for simple description (the giant has red hair)</p> <p>Simple opening or closing phrases (often formulaic) may be used (One day, the next day, finally)</p> <p>Some basic sequencing of ideas/events to form short narratives (e.g. use of simple time related words (fronted adverbials), numbers, ordering of pictures/captions)</p> <p><b>Linking of ideas and events using connecting vocabulary e.g. through repetition of a conjunction, subject or pronoun relating to the main idea (I made a tree shape. Then I cut it out. Then I stuck a star on then I put the glitter on. We made a rocket and flames shot out and it went up high and it landed on the moon)</b></p>	<p><i>Evaluate and edit by:</i></p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discussing what they have written with the teacher or other pupils</p> <p>Reading aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p><i>Spelling: Refer to NC Appendix 1</i></p> <p><b>Some words containing previously taught phonemes are spelt accurately</b></p> <p>Name the letters of the alphabet</p> <p>Days of the week are spelt accurately</p> <p>Some spelling rules and guidance (English Programme of study appendix for year 1) are accurately applied</p> <p><b>Some accurate use of suffixes when adding –s or-es as the plural marker for nouns (dogs, wishes) and the third person singular plural for verbs (helping, helped, helper)</b></p> <p><b>Can spell many high frequency words correctly (See CP appendix1)</b></p> <p>Can spell Year 1 common exception words (see CP appendix 1)</p> <p>Know how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p><i>Handwriting:</i></p> <p><b>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</b></p> <p><b>Some capital letters are accurately formed</b></p> <p><b>Forms digits 0-9 accurately</b></p>	<p><i>Grammar: Refer to NC Appendix 2</i></p> <p><i>In some writing possibly with support, children will:</i></p> <p><b>Know how words can combine to make sentences. Use simple words, phrases clauses in sentence like structures to communicate meaning (I went to the shop, the caterpillar eat the leaves it get big)</b></p> <p>Single clause sentences are used, working towards straight forward subject/verb agreement</p> <p><b>Join words and join clauses using the conjunction 'and'</b></p>	<p><i>Punctuation:</i></p> <p><b>Leave spaces between words</b></p> <p><b>Begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</b></p> <p><b>Begins to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</b></p>
--	--	--	---	--

## Writing - End of KS1

### Interim Teacher Assessment Framework

We have incorporated the teacher assessment statements from the Interim Framework into our grids.

These statements:

- Are not intended to be used to track progress throughout the key stage only to make a teacher judgement at the end of the key stage following the completion of the key stage 1 curriculum
- Do not include full coverage of the National Curriculum. Pupils achieving the standard within the interim framework will be able to demonstrate a broader range of skills than those being assessed (indicated in **bold**)
- Are key aspects for assessment
- Are **not** 'best fit'. To demonstrate that they have met the national standard a pupil will need to have demonstrated **consistent** attainment of **all** of the statements within the standard (**indicated in bold black**) and **all** the statements in the preceding standard (**indicated in blue**) There is additional guidance relating to children who have a particular weakness.
- To demonstrate they have met 'Working at greater depth within the expected standard' a pupil will need to have demonstrated **consistent** attainment of **all** of the statements within the standard (**indicated in green**) along with all statements in the preceding standards.

Teachers should base their assessment judgement on a **broad range** of evidence, ideally from across the curriculum.

Some of the statements contain qualifiers (**some, many and most**) to indicate that pupils will not always consistently demonstrate the skill required. Further guidance to support teachers in making consistent judgements on these will be provided as part of the exemplification material. However, where they have been used, they have consistent meaning with '**most**' indicating that the statement is generally met with only occasional errors and '**some**' indicating that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

Where pupils have a physical disability that prevents them from being able to write, the statements relating to handwriting can be excluded from the teacher assessment. Where pupils are physically able to write and meet all of the statements except for being able to produce legible handwriting, they may be awarded the 'expected standard' but cannot be awarded the 'greater depth' standard. This refers to the final statements within 'Working towards' and 'Working at the expected standard'.

<b>Name/Group:</b>	<b>Class:</b>	<b>Year Group:</b>
--------------------	---------------	--------------------

<p><b>The bold statements relate to the Interim Teacher Assessment Framework for KS1. Blue-</b> working towards National Standard, <b>Black</b> working at National Standard, <b>Green-</b> working at greater depth.</p> <ul style="list-style-type: none"> <li>Highlight the statements children have met – it is suggested that there should be examples of evidence across more than 1 piece of writing</li> <li>The framework works on a 'best fit' model</li> <li>To achieve 'Expected or National Standard' within the year group the <b>blue</b> and <b>bolded black</b> statements must be highlighted along with a range of other statements</li> <li>To achieve 'Working at Greater Depth' all of the <b>blue, bold black</b> and <b>green statements</b> must be highlighted</li> <li>Circle the relevant judgement on the assessment grid for the child or group</li> <li>Enter the correct numerical value onto the tracker each term</li> </ul> <p><b>*Teachers should refer to the spelling appendix (Year 1 and Year 2) of the NC programmes of study for items marked * to exemplify the words that pupils should be able to read as well as spell</b></p>	<b>Aut</b>	12	<b>13</b>	14
	<b>Spr</b>	13	<b>14</b>	15
	<b>Sum</b>	14	<b>15</b>	16

Writing composition, structure and effect		Spelling and Handwriting	Vocabulary, grammar and punctuation	
<p><i>In writing:</i></p> <p>Planning or saying out loud what they are going to write about</p> <p><b>Can write sentences that are sequenced to form a short narrative, after discussion with the teacher</b></p> <p>Uses different forms of sentences in their writing (statements, questions, exclamations, commands)</p> <p><b>Can write simple, coherent narratives about personal experiences and those of others (real or fictional)</b></p> <p><b>Write about real events, recording these simply and clearly</b></p> <p><b>Can write effectively and coherently for a range of different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</b></p> <p>Some simple variation in structure is shown, e.g. through use of adverbs / simple noun phrases (Today was exciting... Yesterday we went...red shoes)</p> <p>Viewpoint may be indicated (The teacher was nice...apples are good for you...)</p> <p>Some attempt to organise and group related ideas or events together, e.g. by use of time related words; numbered points; headings, line breaks; use of pictures.</p>	<p><i>Evaluate and edit by:</i></p> <p>Re-reads own writing to check for meaning and the correct and consistent use of tense, including verbs in the continuous/progressive form</p> <p>Proof reads own writing to check for errors in grammar, punctuation and spelling</p> <p>Evaluates their writing according to purpose, the effectiveness of word choice, grammar and punctuation</p> <p><b>Makes simple additions, revisions and proof reading</b></p>	<p><i>Spelling: Refer to NC Appendix 1</i></p> <p><b>Segments spoken words into phonemes and represents these by graphemes, spelling some correctly</b></p> <p><b>Segments spoken words into phonemes and represents these by graphemes, spelling many correctly and making phonetically plausible attempts at others</b></p> <p><b>Spells some common exception words</b></p> <p><b>Spells many common exception words</b></p> <p><b>Spells most common exception words</b></p> <p>Spells some words with contracted forms</p> <p><b>Adds suffixes to spell most words correctly (e.g. -ment, -ness, -ful, -less, -ly)</b></p> <p>Spelling is mostly accurate, with only a few errors in more ambitious vocabulary</p> <p><i>Handwriting:</i></p> <p><b>Forms lower-case letters in the correct direction, starting and finishing in the right place</b></p> <p><b>Forms lower-case letters of the correct size, relative to one another in some of the writing</b></p>	<p><i>Grammar: Refer to NC Appendix 2</i></p> <p>Uses some expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]</p> <p><b>Use present and past tense mostly correctly and consistently</b></p> <p><b>Uses co-ordination (or, and, or but) and some subordination (when, if, that, because)</b></p> <p>Some detail is included through word choice appropriate to task ( e.g. technical vocabulary/topic specific vocabulary)</p> <p>Uses the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p><i>Punctuation</i></p> <p><b>Demarcates some sentences with capital letters and full stops</b></p> <p><b>Demarcates most sentences with capital letters and full stops,</b></p> <p><b>Use question marks correctly when required</b></p> <p><b>Uses the full range of punctuation taught at Key Stage 1, mostly correctly</b></p> <p>Uses capital letters for almost all proper nouns</p> <p>Uses commas to separate items in a list</p>

<p>Read aloud what they have written with the appropriate intonation to make the meaning clear</p>	<p>corrections to their own writing</p>	<p>Uses spaces between words</p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another, and to lower case letters</p> <p>Puts appropriate sized spaces between words</p> <p>Uses diagonal and horizontal stroke needed to join some letters</p>		
--	---	---	--	--

Name/Group:	Class:	Year Group:
<ul style="list-style-type: none"> <li>• Highlight the statements children have met – it is suggested that there should be examples of evidence across more than 1 piece of writing</li> <li>• The framework works on a 'best fit' model</li> <li>• To achieve 'Expected' within the year group all the bold statements should be highlighted, other statements may be highlighted</li> <li>• Circle the relevant judgement on the assessment grid for the child or group</li> <li>• Enter the correct numerical value onto the tracker each term</li> </ul>		
<b>Aut</b>	15	<b>16</b>
<b>Spr</b>	16	<b>17</b>
<b>Sum</b>	17	<b>18</b>

Writing composition, structure and effect			Spelling and Handwriting	Vocabulary, grammar and punctuation	
<p><i>Can plan writing by:</i></p> <p>Thinking aloud to explore and collect ideas</p>	<p><i>Can draft and write by:</i></p> <p><b>Composing and rehearsing sentences, progressively building a rich vocabulary e.g. Some detail / description of events or ideas expanded through vocabulary (adverbs, adjectives,) or explanation. Some vocabulary selected for effect or appropriateness to task.</b></p> <p>Using simple organisational devices in non-narrative texts e.g. headings, sub headings, bullet points</p> <p><b>Developing settings, characters and plot in narratives – use expanded noun phrases to create detail</b></p> <p><b>Organising ideas simply with a fitting opening and closing, sometimes linked</b></p> <p>Some attempt to sequence ideas logically e.g. organise related ideas in sections or paragraphs</p> <p>Simple adverbials / pronouns may link sentences, sections or paragraphs (<i>when we got there, after that</i>).</p> <p><b>Showing some awareness of purpose through selection of relevant content and an attempt to interest the reader.</b></p> <p>Selects features of writing generally appropriate to the selected task, e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions.</p> <p>There is some variation, generally accurate, in tense and verb forms e.g. past, present and simple future</p>	<p><i>Evaluate and edit by:</i></p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Making changes to grammar and vocabulary to improve consistency</p>	<p><i>Spelling: Refer to NC Appendix 1</i></p> <p>Can identify homophones and near-homophones</p> <p><b>Can spell some of the words on the Year 3/4 list</b></p> <p>Can check spellings using a dictionary independently</p> <p><i>Handwriting:</i></p> <p><b>Can use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent, are best left unjoined</b></p>	<p><i>Grammar: Refer to NC Appendix 2</i></p> <p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p><b>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</b></p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p><b>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</b></p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p><b>Can use fronted adverbials</b></p> <p>Uses commas after fronted adverbials e.g. The day after</p>	<p><i>Punctuation:</i></p> <p><b>Sentences are demarcated accurately throughout the text, including question marks</b></p> <p>Begin to use commas to separate clauses</p> <p>Introduction to inverted commas to punctuate direct speech</p>

				<p>tomorrow, I'm visiting my granddad.</p> <p>Multi-clause sentences use subordinating conjunctions (because, although, if)</p> <p>Understands the following terminology: preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	
--	--	--	--	--	--



Name/Group:	Class:	Year Group:		
<ul style="list-style-type: none"> <li>Highlight the statements children have met – it is suggested that there should be examples of evidence across more than 1 piece of writing</li> <li>The framework works on a 'best fit' model</li> <li>To achieve 'Expected' within the year group all the bold statements should be highlighted, other statements may be highlighted</li> <li>Circle the relevant judgement on the assessment grid for the child or group</li> <li>Enter the correct numerical value onto the tracker each term</li> </ul>				
	<b>Aut</b>	<b>18</b>	<b>19</b>	<b>21</b>
	<b>Spr</b>	<b>19</b>	<b>20</b>	<b>22</b>
	<b>Sum</b>	<b>20</b>	<b>21</b>	<b>22</b>

Writing composition, structure and effect			Spelling and Handwriting	Vocabulary, grammar and punctuation	
<p>Can plan writing by:</p> <p>considering structure, vocabulary and grammar</p>	<p><i>Can draft and write by:</i></p> <p>Ideas and events developed through some deliberate selection of phrases and vocabulary, e.g. technical terminology; vivid language; word choice for effect or emphasis.</p> <p><b>Organise content within paragraphs- main idea usually supported or elaborated on;</b></p> <p><b>Some attempt to sequence ideas logically but overall direction of writing may not always be clearly signalled</b></p> <p>Developing settings, characters and plot in narratives,</p> <p><b>Main purpose of the writing is clear but not always consistently maintained -some awareness of purpose through selection of relevant content and an attempt to interest the reader.</b></p> <p>Features of text type / genre are appropriate to the task, e.g. choice of tense/verb form; layout; formality. Ideas may be adapted, e.g. inclusion of contextual information on a fictitious character or the use of quotes within a report.</p> <p>Viewpoint is expressed, but may not be maintained.</p> <p>Showing an increasing variety in length, subject or subject of sentences Some sentence variation created, e.g. direct speech; simple adverbials (we played after tea... it was scary in the tunnel).</p> <p><b>Some variation in sentence structure through a range of openings, e.g. adverbials (some time later, as we ran, once we had arrived...), subject reference (they, the boys, our gang...), speech.</b></p> <p>Showing generally accurate variation in tense and verb forms appropriate to the task including some use of modals (can, will).</p>	<p><i>Can evaluate and edit by:</i></p> <p>Making changes to grammar and vocabulary to improve consistency</p> <p>Can proof read to check and edit grammar</p>	<p><i>Spelling: Refer to NC Appendix 1</i></p> <p><b>Is able to add suffixes beginning with vowel letters to some words of more than one syllable e.g. limiting, limited,</b></p> <p>Can use the possessive apostrophe on plurals</p> <p>Can spell homophones and near-homophones</p> <p><b>Can spell most of the words on the Year 3/4 list</b></p> <p><i>Handwriting</i></p> <p><b>Can increase the legibility and quality of their handwriting, e.g. downstrokes are parallel and equidistant; lines of writing are spaced so that the ascenders and descenders do not touch.</b></p>	<p><i>Grammar: Refer to NC Appendix 2</i></p> <p><b>Can extend the range of sentences used with more than one clause by using a wider range of conjunctions, including when, if, because although</b></p> <p><b>Can use conjunctions, adverbs and prepositions to express time and cause</b></p> <p>Can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p><b>Can expand noun phrases with the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</b></p> <p>Understands the difference between plural and possessive –s</p> <p><b>Knows 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]</b></p> <p>Understands the following terminology determiner, pronoun, possessive pronoun adverbial</p>	<p><i>Punctuation</i></p> <p><b>Sentences are demarcated accurately throughout the text, including question marks and can proof read to check punctuation</b></p> <p><b>Commas are used accurately in lists and to demarcate clauses, although this might not always be accurate</b></p> <p><b>Use of inverted commas and other punctuation to indicate direct speech</b></p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names</p> <p><b>Uses commas after fronted adverbials</b></p>

--	--	--	--	--	--

Name/Group:	Class:	Year Group:												
<ul style="list-style-type: none"> <li>Highlight the statements children have met – it is suggested that there should be examples of evidence across more than 1 piece of writing</li> <li>The framework works on a 'best fit' model</li> <li>To achieve 'Expected' within the year group all the bold statements should be highlighted, other statements may be highlighted</li> <li>To achieve secure Year 5 the blue statements should be highlighted (these statements are from the interim framework for year 6 working towards the standard)</li> <li>Circle the relevant judgement on the assessment grid for the child or group</li> <li>Enter the correct numerical value onto the tracker each term</li> <li><b>Blue Bold statements relate to National Standard at the end of KS2 according to the Interim Framework for Teacher Assessment (Working towards Expected Y6)</b></li> </ul>														
		<table border="1"> <tr> <td>Aut</td> <td>21</td> <td><b>22</b></td> <td>23</td> </tr> <tr> <td>Spr</td> <td>22</td> <td><b>23</b></td> <td>24</td> </tr> <tr> <td>Sum</td> <td>23</td> <td><b>24</b></td> <td>25</td> </tr> </table>	Aut	21	<b>22</b>	23	Spr	22	<b>23</b>	24	Sum	23	<b>24</b>	25
Aut	21	<b>22</b>	23											
Spr	22	<b>23</b>	24											
Sum	23	<b>24</b>	25											

Writing composition, structure and effect			Spelling and Handwriting	Vocabulary, grammar and punctuation		
<p><i>Can plan writing by:</i></p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p><i>Can draft and write by:</i></p> <p><b>Can write for a range of purposes and audiences</b></p> <p><b>Describing settings and characters</b></p> <p><b>Using paragraphs to organise ideas</b></p> <p><b>Using some cohesive devices within and across sentences and paragraphs</b></p> <p><b>Purpose of writing is clear and generally maintained with some effective selection and placing of content to inform / engage the reader</b></p> <p>Viewpoint is established and generally maintained.</p> <p><b>Organisation through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings</b></p> <p>Select appropriate grammar and vocabulary</p>	<p><i>Can evaluate and edit by:</i></p> <p>Assessing the effectiveness of others and own writing</p> <p><b>Ensuring the consistent and correct use of tense throughout a piece of writing</b></p> <p><b>Ensuring correct subject and verb agreement when using singular and plural,</b></p> <p>Distinguishing between the language of speech and writing (formal and informal)</p> <p>Proof-reading for spelling and punctuation errors</p> <p><i>Can perform own composition by:</i></p> <p>Using appropriate intonation, volume and movement so meaning is clear</p>	<p><i>Spelling: Refer to NC Appendix 1</i></p> <p><b>Can spell most Yr 3 and 4 words correctly</b></p> <p><b>Can spell some Yr 5 and 6 words correctly</b></p> <p>Can use further prefixes and suffixes and understand the guidance for adding them e.g. Adding suffixes beginning with vowel letters to words ending in –fer e.g. referring, reference</p> <p>Can continue to distinguish between homophones and other words which are often confused</p> <p><b>Can use dictionaries to check the spelling and meaning of words</b></p> <p><b>Can use a thesaurus</b></p> <p><i>Handwriting</i></p> <p><b>Can produce legible handwriting</b></p> <p>Choose the writing implement that is best suited for a task</p>	<p><i>Grammar: Refer to NC Appendix 2</i></p> <p><b>Can use coordinating (and, but, or) and subordinating (if, when because, since, even though) conjunctions</b></p> <p><b>Use different verb forms mostly accurately</b></p> <p><b>Some variation in sentence structure through a range of openings, e.g. adverbials (some time later, as we ran, once we had arrived...), subject reference (they, the boys, our gang...), speech.</b></p> <p>Can use expanded noun phrases to convey complicated information concisely</p> <p>Can use verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p><b>Different sentence types, e.g. questions, direct / reported speech, commands used appropriately.</b></p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Uses modal verbs or adverbs to indicate degrees of possibility</p> <p><b>Beginning to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</b></p> <p>Can use and apply the following terminology: modal verb, relative pronoun, relative, clause</p>	<p><i>Punctuation</i></p> <p><i>On most occasions</i></p> <p><b>Use capital letters, full stops, question marks, exclamation marks, commas for list and apostrophes for contractions mostly correctly</b></p> <p>Can accurately use commas to demarcate clauses to clarify meaning or avoid ambiguity</p> <p>Can use brackets, dashes or commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Some correct use of semi-colons within lists</p> <p>Punctuate bullet points consistently</p>	<p><i>Vocabulary</i></p> <p><b>Can choose vocabulary for effect - some use of stylistic features support purpose, e.g. formal / informal vocabulary; appropriate use of similes.</b></p> <p>Can use reasonably wide range of vocabulary, though not always appropriately</p>

	<p>Selecting appropriate openings and closing which may be linked</p> <p><b>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g headings, sub-headings, bullet points)</b></p>			parenthesis, bracket, dash, cohesion, ambiguity		
--	--	--	--	---	--	--

## Writing - End of KS2

### Interim Teacher Assessment Framework

We have incorporated the teacher assessment statements from the Interim Framework into our grids.

These statements:

- Are not intended to be used to track progress throughout the key stage only to make a teacher judgement at the end of the key stage following the completion of the key stage 2 curriculum
- Do not include full coverage of the National Curriculum. Pupils achieving the standard within the interim framework will be able to demonstrate a broader range of skills than those being assessed (indicated in **black bold**)
- Are key aspects for assessment
- Are **not** 'best fit'. To demonstrate that they have met the national standard a pupil will need to have demonstrated **consistent** attainment of **all** of the statements within the standard (**indicated in bold black**) and **all** the statements in the preceding standard (**indicated in blue**) See additional guidance for children with particular weakness in one area.
- To demonstrate they have met 'Working at greater depth within the expected standard' a pupil will need to have demonstrated **consistent** attainment of **all** of the statements within the standard (**indicated in green**) along with all statements in the preceding standards.

Teachers must base their assessment judgement on a **broad range** of evidence, ideally from across the curriculum.

Some of the statements contain qualifiers (**some, many and most**) to indicate that pupils will not always consistently demonstrate the skill required. Further guidance to support teachers in making consistent judgements on these will be provided as part of the exemplification material. However, where they have been used, they have consistent meaning with 'most' indicating that the statement is generally met with only occasional errors and 'some' indicating that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

Where pupils have a physical disability that prevents them from being able to write, the statements relating to handwriting can be excluded from the teacher assessment. Where pupils are physically able to write and meet all of the statements except for being able to produce legible handwriting, they may be awarded the 'expected standard' but cannot be awarded the 'greater depth' standard. This refers to the final statements within 'Working towards' and 'Working at the expected standard'.



<b>Name/Group:</b>	<b>Class:</b>	<b>Year Group:</b>
--------------------	---------------	--------------------

<p><b>The bold statements relate to the Interim Teacher Assessment Framework for KS2. Blue-</b> working towards National Standard, <b>Black</b> working at National Standard, <b>Green-</b> working at greater depth.</p> <ul style="list-style-type: none"> <li>Highlight the statements children have met – it is suggested that there should be examples of evidence across more than 1 piece of writing</li> <li>The framework works on a 'best fit' model</li> <li>To achieve 'Expected or National Standard' within the year group the <b>blue</b> and <b>bolded black</b> statements must be highlighted along with a range of other statements</li> <li>To achieve 'Working at Greater Depth' all of the <b>blue, bold black</b> and <b>green statements</b> must be highlighted</li> <li>Circle the relevant judgement on the assessment grid for the child or group</li> <li>Enter the correct numerical value onto the tracker each term</li> </ul>	<b>Aut</b>	24	<b>25</b>	26
	<b>Spr</b>	25	<b>26</b>	27
	<b>Sum</b>	26	<b>27</b>	28

**By the end of year 6, children' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for children to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare children for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Children should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.**

Writing composition, structure and effect			Spelling and Handwriting	Vocabulary, grammar and punctuation		
<i>Can plan writing by:</i>  Noting and developing initial ideas, drawing on reading and research where necessary  Considering how other authors have developed characters and setting when writing narratives	<i>Can draft and write by:</i>  <b>Can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg. Use of first person in a diary, direct address in instructions and persuasive)</b>  <b>Use a range of devices to build cohesion e.g. pronouns; adverbials of time and place; conjunctions; pronouns and synonyms</b>  <b>In narrative, describe settings, characters and atmosphere.</b>  <b>integrating dialogue to convey character and advance the action</b>  <b>Write 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</b>	<i>Can evaluate and edit by:</i>  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Drafts include <i>deliberate</i> choices of grammar and vocabulary to change and enhance meaning for the intended effect  Proof-reading for spelling and punctuation errors  <i>Can perform own composition by:</i> Using appropriate intonation, volume and movement so meaning is clear	<i>Spelling: Refer to NC Appendix 1</i>  <b>Can spell most of the words on the Year 5 and 6 wordlist correctly</b>  <b>Can use a dictionary to check the spelling of unusual or ambitious vocabulary</b>  Use knowledge of morphology and etymology and understand that the spelling of some words needs to be learnt specifically  Can accurately spell prefixes and suffixes as listed in Appendix 1 Yrs 5 and 6	<i>Grammar: Refer to NC Appendix 2</i>  <b>Can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g using the contracted forms in dialogues in narrative; using the passive voice to affect how information is presented; using modal verbs to suggest degrees of possibility)</b>  <b>Use verb tenses consistently and correctly throughout their writing</b>  Can use a wide range of clause structures, sometimes varying their position within the sentence  Can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision and convey complicated information concisely  Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  <b>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</b>	<i>Punctuation</i>  <b>Use the range of punctuation taught at KS2 mostly correctly (e.g inverted commas and other punctuation to indicate direct speech)</b>  Some correct use of the semi-colon, colon and dash and hyphens to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	<i>Vocabulary</i>  Can choose vocabulary for effect e.g. alliteration, metaphors, puns, emotive phrases.  Can use a wide range of vocabulary  A range of stylistic features contribute to the effect of the text, e.g.

	<p><b>Distinguish between the language of speech and writing and choose the appropriate register</b></p> <p>Summarising longer passages</p> <p>Established and controlled viewpoint with some development of opinion, attitude, position or stance.</p> <p>Using paragraphs and sections to organise content; main idea usually supported or elaborated on</p> <p>Overall organisation of the text is controlled to take account of the reader's possible reaction / questions / opinion, e.g. use of flashback in narrative; placing of information according to importance; balancing perspectives or points of view; sequencing of events or ideas.</p>		<p>Can spell most words with silent letters</p> <p>Accurate spelling, with only occasional errors in more ambitious vocabulary</p> <p><i>Handwriting</i></p> <p>Can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>	<p>Selecting verb forms for meaning and effect (It would be helpful if you could let me know, as this will enable me to take further action).</p> <p>Can convert nouns or adjectives into verbs using suffixes e.g. ate; -ise; -ify</p> <p>Can use a variety of sentence lengths, structures and subjects to help expand ideas, convey key issues/facts or provide emphasis, detail and description.</p> <p>Assured use of sentences containing more than one subordinate clause to elaborate and to specify relationships between ideas</p> <p>Can use the perfect form of verbs to mark relationships of time and cause (Past Perfect – I had seen it, Present Perfect – I have seen it, Future Perfect – I will have seen it)</p> <p>Uses modifiers to qualify, intensify or emphasise (exceptional result, insignificant amount).</p> <p>Can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Is familiar with the following terminology: subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p><b>Can use the full range of punctuation taught at KS2 correctly (e.g semi-colons, colons, dashes, hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</b></p>	<p>rhetorical questions; repetition for effect; figurative language.</p>
--	--	--	---	--	--	--