



EYFS English Writing Assessment Framework

Working towards the expected standard

The pupil can:

- Hold a pencil effectively in preparation for fluent writing
- Write some recognisable letters, some of which are correctly formed
- Spell words by identifying the initial sounds in them and represent with correct letter
- Write simple words and phrases that can be read by others

Working at the expected standard

The pupil can:

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Working at greater depth within the expected standard

The pupil can:

- Hold a pencil effectively in preparation for fluent writing always using the tripod grip
- Write recognisable letters, all of which are correctly formed
- Spell high frequency words correctly
- Write a series of sentences that can be read by others and are correctly punctuated (capital letters, finger spaces and full stops).



Y1 English Writing Assessment Framework

Working towards the expected standard

The pupil can, after discussion with the teacher:

- Spell some of the days of the week
- Spell some words containing the 40+ phonemes already taught
- Spell some of the Year 1 common exception words
- Form some lower case letters in the correct direction, starting and finishing in the right place
- Orally compose and write a sentence
- Use spacing between words
- Join some words and clauses with the conjunction 'and'
- Punctuate some sentences with a capital letter and full stop
- Experiment with question marks

Working at the expected standard

The pupil can, after discussion with the teacher:

- Spell many words containing each of the 40+ phonemes already taught
- Spell many of the Year 1 common exception words
- Spell most days of the week
- Use prefix un, and suffixes ing, ed, er and est, with s and es for plurals
- Distinguish between alternate spellings of the same sound
- Form capital letters and numerals correctly
- Begin to form lower case letters in the correct direction, starting and finishing in the right place
- Sequence a series of sentences to form a short narrative or information text
- Leave appropriate spacing between words
- Join words and clauses with the word 'and'
- Punctuate many sentences with a capital letter and full stop
- Punctuate some sentences with question marks
- Use a capital letter for the names of people, places, days of the week and the personal pronoun 'I'

Working at greater depth within the expected standard

The pupil can, after discussion with the teacher:

- Spell mostly accurate (or phonically plausible) with only a few errors in ambitious vocabulary choices
- Form most lower-case letters in the correct direction, starting and finishing in the right place
- Reread what they have written, making simple additions, corrections and revisions to writing with prompting
- Ensure correct use of punctuation used consistently within a wide variety of sentences – full stops, capital letters, question marks and exclamation mark



Y2 English Writing Assessment Framework

Working towards the expected standard

The pupil can, after discussion with the teacher:

- Write sentences that are sequences to form a short narrative (real or fictional).
- Demarcate some sentences with capital letters and full stops
- Segment spoken words into phonemes and represent these by graphemes, spelling some correctly and making phonically plausible attempts at others
- Spell some common exception words (see English national curriculum appendix 1)
- Form lower-case letters in the correct direction, starting and finishing in the right place
- Form lower-case letters of the correct size relative to one another in some of the writing
- Use spacing between words

Working at the expected standard

The pupil can, after discussion with the teacher:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences with capital letters and full stops and use question marks correctly when required
- Use present tense and past tense mostly correctly and consistently
- Use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses
- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others
- Spell many common exception words (see English national curriculum appendix 1)
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

Working at greater depth within the expected standard

The pupil can, after discussion with the teacher:

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- Make simple additions, revisions and proof-reading corrections to their writing
- Use the punctuation taught at KS1 mostly correctly (see English national curriculum appendix 2)
- Spell most common exception words (see National Curriculum appendix 1)
- Add suffixes to spell most words correctly in their writing (-ment, -ness, -ful, -less, -ly)
- Use diagonal and horizontal strokes needed to join some letters



Y3 English Writing Assessment Framework

Working towards the expected standard

The pupil can:

- Write for a range of purposes and audiences
- Plan writing by recording ideas
- Use capital letters and full-stops mostly correctly and for some proper nouns
- Order key events in writing using simple paragraphs to group key elements
- Use simple organisational devices (eg headings/sub headings) in non-narrative
- Create settings and develops characters in narrative writing
- Uses precise adjectives in descriptive writing
- Proof-read and make improvements to writing
- Extends sentences with the use of a range of conjunctions including some subordinating conjunctions
- Make some use of a comma after a fronted adverbial
- Make some use of inverted commas to indicate direct speech
- Spell most words correctly from KS1 words and spelling patterns
- Attempt to use apostrophe for possession
- Most letters are correctly formed with appropriate size/spacing

Working at the expected standard

The pupil can

- Write for a range of purposes beginning to display increased understanding of genre features and writing styles
- Capital letters and full-stops used correctly and for most proper nouns
- Use 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]
- Organise simple paragraphs around a theme
- Uses a wider range of organisational devices in non-narrative writing
- Create characters, settings and plots in narrative writing
- Evaluate and edit writing suggesting and making improvements
- Spell most common homophones correctly
- Use and understand how to add a range of prefixes and suffixes (Year 3 and 4 list)
- Build word families using root words e.g. solve, solution, solver, dissolve
- Spell some words correctly (year 3 and 4 words and patterns)
- Use tenses correctly including the present perfect form of verbs in contrast to the past tense
- Use carefully selected nouns or pronouns appropriately for clarity and cohesion to avoid repetition
- Use a wide range of punctuation mostly correctly including: commas after a fronted adverbial, possessive apostrophe and inverted commas for direct speech
- Letters are correctly formed with appropriate size/spacing
- Express time, place and cause using fronted adverbials, conjunctions, adverbs or prepositions

Working at greater depth within the expected standard



The pupil can:

- Spell most words correctly (year 3 and 4 words and patterns)
- Use an accurate application of apostrophes for contractions and possession including singular, plural (regular and irregular) and collective noun possession
- Adopt and maintain an appropriate form throughout longer pieces of writing
- Make accurate use of a range of punctuation from KS1 and Year 3
- Use conjunctions, adverbs and prepositions to express time and cause in a variety of positions in a sentence
- Uses most diagonal & horizontal strokes that are needed to join letters



Y4 English Writing Assessment Framework

Working towards the expected standard

The pupil can:

- Write for a range of purposes beginning to display increased understanding of genre features and writing styles
- Use an increasing range of prefixes eg. il, ir, re, sub, inter, anti and auto
- Use an increasing range of suffixes eg. ation, ly, ous
- Use descriptive devices to develop sentences
- Organise paragraphs around a theme
- Use words and phrases appropriate to the genre to engage the reader (eg imperative verbs in instructions)
- Write an opening paragraph to set the tone and purpose of non-narrative writing
- Develop setting, character and plot in narrative writing
- Use a range of conjunctions in writing
- Use correct verb tense in writing
- Use a range of punctuation sometimes correctly eg commas after fronted adverbials, apostrophes and inverted commas for direct speech
- Spell most words correctly (years 3 and 4 words)
- Letters are correctly formed with appropriate size/spacing

Working at the expected standard

The pupil can

- Write for a range of purposes with increasing authorial control
- Use a range of organisational devices in non-narrative writing
- Suggest changes to grammar and vocabulary to improve consistency
- Use a range of adventurous vocabulary with increased authorial control and understanding
- Use expanded noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
- Use standard English for verb inflections eg we were not we was
- Use appropriate pronouns within and across sentences to aid cohesion and avoid repetition
- Extend the range of sentences with more than one clause by using a wide range of conjunctions
- Use the present perfect form of verbs in contrast to the past tense mostly correctly
- Use conjunctions, adverbs and prepositions to express time, place and cause including fronted adverbials
- Accurately punctuate direct speech, fronted adverbials and possession of plural nouns with an apostrophe
- Correctly spell words and patterns from year 3 and 4 list including the sound 'y' spelt elsewhere than at the end of a word and the 'ou' sound
- Demonstrate an understanding of the difference between plural and possessive s
- Uses diagonal & horizontal strokes that are needed to join letters

Working at greater depth within the expected standard

The pupil can:



- Consistently spell words accurately from year 3 and 4 lists
- Ensure spelling is mostly accurate when applied to ambitious or unfamiliar vocabulary
- Use a range of openings to paragraphs and sentences to suit the genre and tone of the writing
- Develop the character throughout the writing process rather than restricting to one paragraph
- Consistently use standard English correctly
- Accurately use determiners, pronouns, possessive pronouns and adverbials in writing



Y5 English Writing Assessment Framework

Working towards the expected standard

The pupil can:

- Write for a range of purposes and audiences
- Use paragraphs to organise ideas.
- Describe settings, characters and atmosphere
- Use some conjunctions within and across sentences and paragraphs for cohesion
- Choose vocabulary in an attempt to engage the audience and suit the purpose
- Use capital letters, full stops, inverted commas for direct speech, question marks, exclamation marks, commas for lists and apostrophes for contraction and possession most of the time correctly in writing
- Use a dictionary and thesaurus correctly
- Spell most words correctly (years 3 and 4 words and patterns)
- Spell some words correctly (years 5 and 6 words and patterns)
- Produce legible handwriting

Working at the expected standard

The pupil can

- Write for a range of purposes and audiences with increasing authority and understanding of genre specific features and writing styles
- Describe setting, creates atmosphere, and integrates dialogue to convey character and advance the action (narrative)
- Use organisational and presentational devices to structure and guide the reader (non-narrative)
- Use correct subject and verb agreement when using singular and plural
- Select conjunctions to create cohesion within and between paragraphs
- Use passive and modal verbs mostly appropriately
- Use a wide range of clause structures (including relative clauses), sometimes varying their position within the sentence.
- Use correct tense and subject verb agreement
- Use pronouns accurately
- Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- Use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly, and making some correct use of semicolons, dashes, colons and hyphens.
- Spell most words correctly (years 5 and 6 words and patterns)
- Maintain legibility in joined writing



Working at greater depth within the expected standard

The pupil can:

- Spell most words correctly (year 5 and 6 words and patterns)
- Select and maintain an appropriate form throughout longer pieces of writing
- Select verb forms for meaning and effect.
- Chose words appropriately to create a deliberate effect on the reader
- Carefully select conjunctions to create cohesion within and between paragraphs
- Use settings and interaction between characters to develop the plot and reflect mood (narrative)
- Use a clear planning structure to inform writing resulting in main points developed coherently throughout each paragraph



Y6 English Writing Assessment Framework

Working towards the expected standard

The pupil can:

- Write for a range of purposes and audiences showing increased understanding of different genres and writing styles
- Use paragraphs to organise ideas
- In narratives describe settings and characters
- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.
- Spelling most words correctly (common exception words for years 3 and 4 - Appendix 1)
- Spelling some words, correctly (common exception words for years 5 and 6 - Appendix 1)
- Produce legible handwriting

Working at the expected standard

The pupil can

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary, direct address in instructions and persuasive writing)
- In narratives, describes settings, characters and atmosphere
- Integrate dialogue in narratives to convey the character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- Spelling most words correctly (years 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined writing when writing at speed.



Working at greater depth within the expected standard

The pupil can:

- 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)
- Distinguish between the language of speech and writing and choose the appropriate register
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Use the range of punctuation taught in KS2 correctly (e.g. semicolons, dashes, colons, hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity