Y1

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups **must** continue to be revised and practised across both key stages.

Year 1
Working towards the expected standard
The pupil can, after discussion with the teacher: • say out loud what they are going to write about • write a single sentence demarcated with capital letters and full stops • segment many spoken words into phonemes and represent these by graphemes • spell some common exception words* • begin to form lower-case letters in the correct direction, starting and finishing in the right place • recognise where spaces between words have been missed.

Year 1
Working at the expected standard
The pupil can, after discussion with the teacher: • read own writing aloud clearly for others to hear and discuss • orally rehearse sentences and sequence them to form short narratives • join words and clauses with the conjunction 'and' • use past, present and future accurately in speech and begin to incorporate these in their writing • demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark • spell some Y1 common exception words* and the days of the week • segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way • form many letters and digits correctly, with some difference between upper and lower-case letters • use spaces between words.

Year 1
Working at greater depth within the expected standard
The pupil can, after discussion with the teacher: • begin to write effectively and coherently for different purposes • join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because) • use capital letters and full stops mostly correctly • spell most Y1 common exception* words accurately and make phonically-plausible attempts at spelling unfamiliar words • form most letters correctly.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

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Year 2
Working towards the expected standard
The pupil can, after discussion with the teacher: • write sentences that are sequenced 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 words correctly and making phonically-plausible attempts at others • spell some common exception words* • 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 their writing • use spacing between words.

Year 2
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 in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* • 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.

Year 2
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 own writing • use the punctuation taught at key stage 1 mostly correctly^ • spell most common exception words* • add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* • use the diagonal and horizontal strokes needed to join some letters.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.
^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2).

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups **must** continue to be revised and practised across both key stages.

The national curriculum expectations: **proof-read for spelling and punctuation errors** and **assess the effectiveness of their own and others' writing and suggest improvements** will be important in enabling all children to meet the standards for their year groups.

Year 3
Working towards the expected standard
The pupil can, after discussion with the teacher: • write simple, coherent narratives† • write in a range of non-narrative forms • use the range of punctuation taught up to and including Y2 mostly correctly^ • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • spell many common exception words* • use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly • form capital letters and lower case letters correctly.

Year 3
Working at the expected standard
The pupil can: • write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing) • create settings, characters and plot in narrative† • use speech punctuation correctly when following modelled writing • use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail • use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten) • use the range of punctuation taught up to and including Y3 mostly correctly^ (e.g. apostrophes for possession, commas in lists) • spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,* using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible • spell most common exception words* • increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant) • join letters with diagonal and horizontal strokes where appropriate.[2]

Year 3
Working at greater depth within the expected standard
The pupil can: • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • use detail and vocabulary to interest and engage the reader • use paragraphs • improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

†Reference will need to be made to the expectations of the national curriculum for Y3 to ensure that writing is at the correct pitch.
*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.
^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.
[2]The national curriculum states that pupils should be taught to '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'.

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups **must** continue to be revised and practised across both key stages.

The national curriculum expectations: **proof-read for spelling and punctuation errors** and **assess the effectiveness of their own and others' writing and suggest improvements** will be important in enabling all children to meet the standards for their year groups.

Year 4
Working towards the expected standard
The pupil can: • write for a range of purposes • begin to use paragraphs • create settings and characters in narrative† • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings) • use the range of punctuation taught up to and including Y2 correctly^ and some of the punctuation taught in Y3 and Y4^ • spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list* • write legibly.[1]

Year 4
Working at the expected standard
The pupil can: • write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings) • create settings, characters and plot in narrative† • use speech punctuation correctly most of the time • use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence) • use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause) • use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been) • use the range of punctuation taught up to and including Y4 mostly correctly^ (e.g. commas after adverbials; use of apostrophe) • spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings • write legibly and with increasing fluency, paying attention to size and spacing • maintain the use of joined handwriting[2] throughout independent writing.

Year 4
Working at greater depth within the expected standard
The pupil can: • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • develop character through description, actions and dialogue • begin to make choices about using sentences of different lengths and types • improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

†Reference will need to be made to the expectations of the national curriculum for Y4 to ensure that writing is at the correct pitch.
*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.
^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.
[1] At this standard, there is no specific requirement for a pupil's handwriting to be joined.
[2]The national curriculum states that pupils should be taught to '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'.

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups **must** continue to be revised and practised across both key stages.

The national curriculum expectations**: proof-read for spelling and punctuation errors** and **propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning** will be important in enabling all children to meet the standards for their year groups.

Year 5
Working towards the expected standard
The pupil can: • write for a range of purposes • 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 the range of punctuation taught up to and including Y2 correctly^ and some of the punctuation taught in Y3 and Y4 • spell correctly common exception words and many words from Y3/4 spelling lists* and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible • write legibly.[1]

Year 5
Working at the expected standard
The pupil can: • write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing) • in narratives, describe settings, characters and atmosphere† • begin to convey character and advance the action through dialogue, maintaining a balance of speech and description • select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses) • use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing • use verb tenses consistently and correctly throughout most of their writing • use the range of punctuation taught up to and including Y5 mostly correctly^ (e.g. commas separating clauses; punctuation for parenthesis) • spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary • write legibly, fluently and with increasing speed.[2]

Year 5
Working at greater depth within the expected standard
The pupil can: • begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types) • choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect • sustain and develop ideas within paragraphs • begin to independently use punctuation^ and sentence constructions to show the difference between formal and informal writing[3] (e.g. contractions in speech).

†Reference will need to be made to the expectations of the national curriculum for Y5 to ensure that writing is at the correct pitch.
*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.
^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.
[1] At this standard, there is no specific requirement for a pupil's handwriting to be joined.
[2]The national curriculum states that pupils should be taught to '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'.
[3]Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups **must** continue to be revised and practised across both key stages.

The national curriculum expectations: **proof-read for spelling and punctuation errors** and **propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning** will be important in enabling all children to meet the standards for their year groups.

Year 6
Working towards the expected standard
The pupil can: • write for a range of purposes • 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 • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* • write legibly.[1]

Year 6
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 the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere† • integrate dialogue in narratives to convey character and advance the action • select 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) • 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 key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • spell 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 • maintain legibility in joined handwriting when writing at speed.[2]

Year 6
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[3] 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 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.^ [There are no additional statements for spelling or handwriting]

†Reference will need to be made to the expectations of the national curriculum for Y6 to ensure that writing is at the correct pitch.
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[1] At this standard, there is no specific requirement for a pupil's handwriting to be joined.
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^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.
[3]Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.