



Assessing Writing in the New Curriculum

Years 1 – 6

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Year 1 Assessing Writing

Transcription

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Using letter names to distinguish between alternative spellings of the same sound.
- Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- Add prefixes using the prefix un-.
- Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].
- Apply simple year 1 spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these..

Composition

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary, Grammar and Punctuation

- Leaving spaces between words.
- Joining words and joining clauses using 'and'.
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.
- Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].
- Understanding how the prefix un- changes the meaning of verbs and adjectives.
- Understanding how words can combine to make sentences.
- Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.

Year 2 Assessing Writing

Transcription

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- 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.
- Learning to spell common exception words.
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular) [for example, the girl's book].
- Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply year 2 spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write 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.

Composition

- Writing narratives about personal experiences and those of others (real and fictional).
- Writing about real events.
- Writing poetry.
- Writing for different purposes.
- Planning or saying out loud what they are going to write about.
- Writing down ideas and/or key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.
- Evaluating their writing with the teacher and other pupils.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar and Punctuation

- Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.
- Learning how to use commas for lists.
- Learning how to use apostrophes for contracted forms and the possessive (singular).
- Sentences with different forms: statement, question, exclamation, command.
- Expanded noun phrases to describe and specify [for example, the blue butterfly].
- The present and past tenses correctly and consistently including the progressive form.
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
- Understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]
- Understanding the formation of adjectives using suffixes such as -ful, -less.

- Understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.
- Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing.

Year 3 Assessing Writing

Transcription

- Use further prefixes and suffixes and understand how to add them (English Appendix 1).
- Spell further homophones.
- Spell words that are often misspelt (English Appendix 1).
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- 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.
- Increase the legibility, consistency and quality of their handwriting [for example, 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].

Composition

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
- Organising paragraphs around a theme.
- Creating settings, characters and plot in narratives.
- Using simple organisational devices in non-narrative material [for example, headings and sub-headings].
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, Grammar and Punctuation

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense.
- Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-]
- Understanding the 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].
- Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].
- Understanding paragraphs as a way to group related material.

- Using headings and sub-headings to aid presentation.
- Beginning to use inverted commas to punctuate direct speech.

Year 4 Assessing Writing

Transcription

- Use further prefixes and suffixes and understand how to add them (English Appendix 1).
- Spell further homophones.
- Spell words that are often misspelt (English Appendix 1).
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- 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.
- Increase the legibility, consistency and quality of their handwriting [for example, 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].

Composition

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
- Organising paragraphs around a theme.
- Creating settings, characters and plot in narratives.
- Using simple organisational devices in non-narrative material [for example, headings and sub-headings].
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, Grammar and Punctuation

- Using commas after fronted adverbials.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using fronted adverbials.
- Understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].
- Indicating possession by using the possessive apostrophe with plural nouns.
- Using and punctuating direct speech.

- Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.
- Using expanded noun phrases to convey complicated information concisely.

Year 5 Assessing Writing

Transcription

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters [for example, knight, psalm, solemn].
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

Handwriting

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

Composition

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.
- Précising longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- Assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, Grammar and Punctuation

- Using modal verbs or adverbs to indicate degrees of possibility.
- Using brackets, dashes or commas to indicate parenthesis.
- Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading.
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]
- Understanding verb prefixes [for example, dis-, de-, mis-, over- and re-].
- Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].
- Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
- Using commas to clarify meaning or avoid ambiguity in writing.

Year 6 Assessing Writing

Transcription

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters [for example, knight, psalm, solemn].
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

Handwriting

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

Composition

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.
- Precising longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- Assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, Grammar and Punctuation

- Using hyphens to avoid ambiguity.
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using passive verbs to affect the presentation of information in a sentence.
- Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.
- Understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].
- Using semi-colons, colons or dashes to mark boundaries between independent clauses.
- Using a colon to introduce a list.
- Punctuating bullet points consistently.

- Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading.