

TRANSFORM TRUST

Writing Standards

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'Together we Achieve'



EYFS Writing Standards

Working Towards the Expected Standard (Emerging 30 to 50 months)						
I can sometimes talk about what I have drawn or painted.						
I can understand and talk about marks I see around me.						
Working Towards the Expected Standard (Emerging 40 to 60+ months)						
I can understand and talk about the marks I draw, write and paint.						
I can begin to hear the different words people use when they are speaking to me.						
I can hear a word and say the next one or two rhyming words.						
I can hear the first sound in a word.						
I can say the first sound in a word.						
I can segment sounds in simple words (e.g. c-a-t)						
I can blend sounds together to make words.						
I can link sounds to the letters that I see.						
I can name the letters of the alphabet.						
I can use letters to write what I mean.						
I can write my name.						
I can write different things (e.g. labels and captions)						
I am starting to write short sentences.						
Working at the Expected Standard						
I can use my phonics to write words that make sense me and my teacher.						
I can spell some common exception words (e.g. my, the)						
I can write simple sentences.						
I can read my sentences back to myself.						
My teacher can read my sentences.						
I can spell some words correctly and others make sense to my teacher.						
Working at Exceeding						
I can spell words that have more than one syllable (beats)						
I can spell a range of common exception words (E.g. they, one)						
I can use story language (E.g. Once upon a time) in my writing.						
I can use story language to make my sentences longer (E.g. first, next, then)						

Year 1 Writing Standards

Working Towards the Expected Standard						
The pupil can, after discussion with the teacher:						
I can sit at the table, holding a pencil comfortably and using the correct pencil grip.						
I can say out loud what I am going to write about						
I can write a single sentence demarcated with capital letters and full stops.						
I can segment many spoken words into phonemes and represent these by graphemes.						
I can spell some common exception words.						
I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.						
I can spot when I have missed finger spaces.						
Working at the Expected Standard						
The pupil can, after discussion with the teacher:						
I can read my own writing aloud clearly to check it makes sense.						
I can orally rehearse sentences and sequence them to form short narratives or non-fiction texts.						
I can join words and clauses with the conjunction 'and'						
I can demarcate many sentences using a capital letter and a full stop, and begin to use question marks and exclamation marks.						
I can try to use adjectives (e.g. We had a <i>wonderful</i> time)						
I can use a capital letter for names of people, places, days of the week, and the personal pronoun 'I'.						
I can spell some Year 1 common exception words and the days of the week.						
I can add -s or -es to make plurals correctly (e.g. dogs, boxes)						
I can use the prefix -un (e.g. She was feeling unwell)						
I can add the suffix -ing, -ed, -er and -est to root words (e.g. farmed, tallest)						
I can form many letters and digits correctly, with some difference between upper and lower-case letters.						
I can use spaces between words.						
Working at Greater Depth						
The pupil can, after discussion with the teacher, begin to write effectively and coherently for different purposes:						
I can join words and clauses with a variety of coordinating conjunctions (e.g. and, but, so) and am beginning to use some subordinating (when, because)						
I can use capital letters and full stops mostly correctly.						
I can spell most Year 1 common exception words accurately and make phonetically plausible attempts at spelling unfamiliar words.						
I can form most letters correctly.						

Year 2 Writing Standards

Working Towards the Expected Standard						
After discussion with the teacher:						
I can write sentences that are sequenced to form a short narrative (real or fictional)						
I can demarcate some sentences with capital letters and full stops.						
I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.						
I can spell some common exception words.						
I can form lower-case letters in the correct direction, starting and finishing in the right place.						
I can form lower-case letters of the correct size relative to one another in some of my writing.						
I can use spacing between words.						

Working at the Expected Standard						
After discussion with the teacher:						
I can write simple, coherent narratives about personal experiences and those of others (real or fictional)						
I can write about real events, recording these simply and clearly.						
I can demarcate most sentences in my writing with capital letters and full stops, and use question marks correctly when required.						
I can use present and past tense mostly correctly and consistently.						
I can use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.						
I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.						
I can spell many common exception words.						
I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.						
I can use spacing between words that reflects the size of the letters.						

Working at Greater Depth						
After discussion with the teacher:						
I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar for my writing.						
I can make simple additions, revisions and proof-reading corrections to my own writing.						
I can use the punctuation taught at Key Stage 1 mostly correctly.						
I can spell most common exception words.						
I can add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)						
I can use the diagonal and horizontal strokes needed to join some letters.						

Year 3 Writing Standards

Working Towards the Expected Standard						
I can write simple, coherent narratives.						
I can write in a range of non-narrative forms.						
I can use the range of punctuation taught up to and including Year 2 mostly correctly.						
I can use the past and present tense mostly correctly.						
I can use co-ordination (e.g. or/and/but)						
I can use subordination (e.g. if/when/if/that) to join clauses.						
I can spell many common exception words.						
I can use phonic knowledge and other knowledge of spelling to spell most KS1 words.						
I can use mostly correctly: capital letters and full stops, question marks and exclamation marks.						
I can form capital letters and lower case letter correctly.						

Working at the Expected Standard						
I can write for a range of purposes and audiences (beginning to develop an awareness of appropriate language and form)						
I can describe settings, character and plot in narrative.						
I can organise my writing into paragraphs mostly accurately.						
I can use inverted commas in direct speech.						
I can use simple layout devices in non-fiction (e.g. headings and sub-headings)						
I can use <i>a</i> or <i>an</i> correctly.						
I can use some conjunctions (e.g. and, because, when, even though), adverbs (often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.						
I can use expanded noun phrases to describe and specify.						
I can use past and present tense mostly correctly (e.g. ran, wander) and begin to use present perfect verb forms (e.g. will go, have eaten)						
I can use the range of punctuation taught up to and including Year 3 mostly correctly (e.g. apostrophes for possession and commas in lists)						
I can spell correctly some words from the Year 3 and 4 spelling list.						
I can spell most Year 3 and 4 common exception words correctly.						
I can write legibly and with increasing fluency.						
I can try to use neat, joined handwriting.						

Working at Greater Depth						
I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.						
I can use detail and vocabulary to interest and engage the reader.						
I can improve the effect of my writing by making changes when editing (e.g. reordering sentences and adapting vocabulary)						

Year 4 Writing Standards

Working Towards the Expected Standard							
I can write for a range of purposes.							
I can organise my writing into paragraphs around a theme.							
I can describe settings and characters.							
I can use simple layout devices in non-fiction, E.g. headings and sub-headings.							
I can use coordinating conjunctions and subordinating conjunctions correctly to join clauses.							
I can use adjectives and adverbs for effect.							
I can use the range of punctuation taught up to and including Year 2 correctly.							
I can use some of the punctuation used in Year 3 and 4.							
I can spell <i>many</i> words from previous year groups and some words from the Year 3 & 4 spelling list.							
My handwriting is legible.							
Working at the Expected Standard							
I can write for a range of purposes and audiences (with an increasing awareness of appropriate language and form)							
I can describe settings, character and plot in narrative.							
I can use speech punctuation correctly most of the time.							
I can 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)							
I can use past and present tenses correctly, including a wider range of verb forms (e.g. we were going; they have been)							
I can use commas after fronted adverbials.							
I can use a possessive apostrophes correctly including with plurals. (e.g. children's toys)							
I can use standard English forms for verb inflections (e.g. we were/I did)							
I can use the range of punctuation taught up to and including Year 4 mostly correctly.							
I can spell words from learning in previous year groups and most words from the Year 3 & 4 spelling list (<i>using phonics and morphology to spell words</i>)							
I can write legibly and with increasing fluency.							
I can maintain the use of joined handwriting throughout independent writing.							
Working at Greater Depth							
I can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.							
I can develop character through description, actions and dialogue.							
I can begin to make choices about using sentences of different lengths and types e.g. relative clauses using relative pronouns)							
I can improve the effect of my writing by making changes when editing (e.g. reordering sentences and adapting vocabulary)							

Year 5 Writing Standards 2018-2019

Working Towards the Expected Standard						
I can write for a range of purposes.						
I can use paragraphs to organise my ideas.						
I can describe characters and setting in narrative.						
I can use coordinating conjunctions (e.g. and, but, so)						
I can use a range of subordinating conjunctions (e.g. because, although, whilst, even though, whenever)						
I can use adjectives and adverbs for effect.						
I can use mostly correctly, capital letter and full stops, question marks, exclamation marks, commas for lists and apostrophe for contraction and possession.						
I can spell <i>most</i> words correctly (Year 3 & 4)						
My handwriting is legible.						

Working at the Expected Standard						
I can write for a range of purposes and audiences (mostly selecting the appropriate language to show good awareness of the reader)						
I can describe settings, character and atmosphere in narrative.						
I can use dialogue to move a narrative forward, maintaining a balance of speech and description.						
I can select vocabulary and grammatical structures that are appropriate to the audience and purpose (e.g. correct sentence types, tenses, a range of verb forms, relative clauses)						
I can use a range of devices for cohesion in most of my writing both within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).						
I can use modal verbs. E.g. can, could, should, would.						
I can use relative clauses within my sentence using a relative pronoun (e.g. who, which, where, when, whose, that)						
I can use verb tenses consistently and correctly throughout most of my writing.						
I can use commas to clarify meaning or avoid ambiguity in writing.						
I can use brackets and dashes or commas for parenthesis.						
I can try to use hyphens to avoid ambiguity.						
I can spell words from the Year 3 & 4 spelling list correctly.						
I can spell some words from the Year 5 & 6 spelling list correctly.						
I can use legible, joined handwriting.						

Working at Greater Depth						
I can choose precise and effective vocabulary, according to the purpose and audience (e.g. using passive verbs)						
I can begin to select the appropriate form and draw on what I have read as models for my own writing.						
I can begin to use the range of punctuation taught at Key Stage 2 independently (e.g. colons and semi-colons) and sentence structures to show the difference between formal and informal writing.						

Year 6 Writing Standards 2018-2019

Working Towards the Expected Standard <i>I can write for a range of purposes</i>						
I can use paragraphs to organise ideas.						
I can describe characters and settings.						
I can use simple devices to structure my writing and support the reader. (e.g. headings, sub-headings, bullet points)						
I can use mostly correctly...	Capital letters and full stops					
	Question marks					
	Commas for lists					
	Apostrophes for contraction					
I can spell <i>most</i> words correctly (Year 3 & 4)						
I can spell <i>some</i> words correctly (Year 5 & 6)						
My handwriting is legible.						

Working at the Expected Standard <i>I can write effectively for a range of purposes and audiences, selecting appropriate words.</i>						
I can use the correct tense consistently throughout.						
I can describe settings, characters and atmosphere in narratives.						
I can use dialogue to convey character and advance action.						
I can select vocabulary and grammatical structures that match the level of formality mostly accurately. (e.g. contracted forms in dialogue, using passive verbs, using modal verbs)						
I can use a range of devices for cohesion...	Conjunctions					
	Adverbials of time and place					
	Pronouns					
	Synonyms					
I can use verb tenses consistently and correctly through my writing.						
I can use the range of punctuations taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation used to indicate speech)						
I can spell <i>most</i> words correctly (Year 5 & 6)						
I can use a dictionary to check the spelling of tricky or adventurous words.						
I can use legible and joined handwriting.						

Working at Greater Depth <i>I can write effectively for a range of purposes and audiences, selecting appropriate form and drawing independently from what I have read as models for writing.</i>						
I can distinguish between the language of speech and writing and choose the appropriate register.						
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.						
I can 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.						

Year 6 Content Domain	Reading standards for expected standard	Working at Greater Depth
Vocabulary 	Children can confidently check that a text makes sense to them, discussing their understanding and explain the meaning of words in context. Children can confidently discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Depth of understanding: Being able to confidently explain the effects of figurative language and language choices, made by authors in a variety of text. Application: Being able to confidentially, select and use figurative language that will impact the reader effectively. Making connections: Making links and comparisons within and across texts to evaluate the impact of language choices.
Inference 	Children can confidently understand what they have read by drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.	Depth of understanding: Being able to give a high quality, well thought out response using evidence and specific quotes from the text. Application: In a book they are reading independently, make well thought out inferences which are justified with evidence from the text. Making connections: Making links from what is being read to background knowledge.
Predict 	Children can confidently predict what might happen from details stated and implied.	Depth of understanding: Being able to justify predictions using evidence from what they have read. Application: In a book they are reading independently, make predications which are plausible and justified by evidence in text. Making connections: Making links from what is being read to background knowledge.
Explain 	Children can confidently explain and discuss understanding of what they have read, including through formal presentation and debates. Maintaining a focus on the topic and using notes where necessary. Children can confidently participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	Depth of understanding: Being able to explain using precise detail and depth. Application: In a book they are reading independently, explain how meaning is enhanced by the choice of language and how themes and patterns develop. Making connections: Making links between different texts and background knowledge.
Retrieve 	Children can confidently retrieve record and present information from both fiction and non-fiction.	Depth of understanding: Being able to retrieve key information in a more complex text. Application: In an unfamiliar text, they are reading independently retrieve, record and present information. Making connections: Making links within the text.
Summarise 	Children can confidently Identify main ideas drawn from more than one paragraph, identifying key details that support the main idea.	Depth of understanding: Being able to summarise using precise and succinct detail. Application: In a book they are reading independently, summarise the main events and ideas events. Making connections: Making links between different texts.

KS2 Breakdown of marks

Content Domain	2016	2017	2018
Give / explain the meaning of words in context	10	10	10
Retrieve and record information / identify key details from fiction and non - fiction	15	14	13
Summarise main ideas from more than one paragraph	1	2	3
Make inferences from the text / explain and justify inferences with evidence from the text	18	22	22
Predict what might happen from details stated and implied	3	0	0
Identify / explain how information / narrative content is related and contributes to meaning as a whole	1	1	0
Identify / explain how meaning is enhanced through choice of words and phrases.	2	1	0
Make comparisons within the text	0	0	2