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**WRITING ASSESSMENT CRITERION**

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**Hayton C of E Primary School**



**NOVEMBER 2022**  
**S. THRELKELD-BROWN**



## **.Essential Pre-writing skills**

Before being assessed against 'Reception', children must be beginning to draw identifiable letters and/or write his/her own name.

### **: Reception/P1 – end of year expectation**

By the end of the Reception Year, children should be able to:

- Write three or more simple statements on a given subject that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate. There may be no full stops (or there may be one or more in the wrong places) and use of capitals and lower case letters may not be fully established.

Children are expected to be a 'Secure' by the end of the Reception Year in order to be on track to meet National Expectations at the end of KS1. NOTE: Children moving up into Year 1 who have not achieved against criteria 18 and 19 from Standard 1 must focus on these as a priority.

<b>Reception</b>		
<b>Name:</b>		<b>Date:</b>
<b>No</b>	<b>Criteria (listed in an approximate hierarchy)</b>	<b>Evidence ? (✓, X,</b>
1	Can draw recognizable letters of the alphabet.	
2	Can write their own name.	
3	Can 'write' things using a mix of appropriate and random letters.	
4	Can sequence most of the letters of the alphabet.	
5	Can write their own name with the correct letter formations, although the size and shape may be slightly	
6	Can name the purpose of different texts/types of writing (at least three).	
7	Can 'read' what he/she has 'written'.	
8	Can hold and use a pencil effectively.	
9	Can spell some of the words from the Year R High Frequency Word list.	
10	Can spell CVC (consonant, vowel, consonant) words (e.g. sit, bag, cat) usually correctly.	
11	Can write simple labels and captions.	
12	Can usually leave a space between emerging words.	
13	Can show some control over word order, producing short logical statements, trying to use emergent phonics for	
14	Can produce two or more logical statements on the same subject.	
15	Can spell many words on the Year R High Frequency Word list.	
16	Is beginning to attempt to write simple known stories.	
17	Can say what they want to write, speaking in clearly defined statements or sentences.	
18	Can spell many common, single syllable words correctly in writing, including most of the words in the Year R High Frequency Word list and the Early Years Outcomes.	
19	Can write three or more simple statements on a given subject that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate.	

## Year 1

Name:

Date:

No	Criteria	Evidence ? (✓, X)
1	Can write their own first name with appropriate upper and lower case letters (may not be totally	
2	Can form all letters clearly, although size and shape may be irregular.	
3	Writes simple regular words, some spelt correctly.	
4	Almost always leaves spaces between words.	
5	Makes sensible phonic attempts at words.	
6	Can spell all CVC (consonant, vowel, consonant) words (e.g. sit, bag, cat) correctly.	
7	Confidently writes some captions and labels and attempts other simple forms of writing (e.g. lists, stories,	
8	Can show some control over letter size, shape and orientation in writing.	
9	Can say what their writing says and means.	
10	Can use spacing between words.	
11	Can produce their own ideas for writing (not a retelling).	
12	Can show some control over word order, producing logical statements.	
13	Can spell most of the Year R and 1 High Frequency Words and the Year 1 words in the National Curriculum. Appendix 1.	
14	Can make recognizable attempts at spelling words not known (almost all decodable without the child's help). (If all are spelt correctly, tick this criterion so as not to penalize the child).	
15	Can write sentences that are sequenced to form a short narrative (OR NON-FICTION)	
16	Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one,	
17	Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders and use of upper and lower case are usually accurate).	
18	Can use ANY conjunction (may only ever be 'and') to join two simple sentences, thoughts, ideas, etc.	
19	Can use appropriate vocabulary (should be coherent and sensible) in more than three statements.	
20	Can segment words into phonemes and represent these by graphemes, spelling some words correctly and making plausible attempts at others.	
21	Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate	
22	Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language but must not be a retelling).	

### Assessment score

0–6 ticks = not yet working at this Standard; review against Standard 1.  
7–12 ticks = Developing  
13–18 ticks = Secure

Statements highlighted blue are the WTS KS 1 TAF statements

19–22 ticks = Advanced

Assessment point: children with 20 or more ticks may be assessed against Standard 3.

## Year 2

Name:

Date:

No	Criteria	Evidence ? (✓, X,
1	Can communicate ideas and meaning confidently in a series of sentences of at least a paragraph in length. (May not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing.)	
2	Can control use of ascenders/descenders and upper/lower case letters in handwriting.	
3	Can write sentences that are sequenced to form a short narrative.	
4	Can demarcate some sentences with capital letters and full stops.	
KS1 TAF Expected Expectations		
5	Can provide enough detail to interest the reader (e.g. is beginning to provide additional information or description beyond a simple list).	
6	Can sometimes use interesting and ambitious words (they should be words not usually used by a child of that age, and not a technical word used in a taught context only, e.g. 'volcano' in geography or 'evaporate' in science).	
7	Can usually sustain narrative and non-narrative forms (can write at length — staying on task).	
8	Can match organization to purpose (e.g. showing awareness of the structure of a letter, openings and endings)	
9	Can usually maintain the use of basic sentence punctuation (full stops followed by capital letters) in a more lengthy piece of writing.	
10	Can spell most common words correctly and most of the Years R, 1 & 2 High Frequency Words, and the Year 1 & 2 words in the National Curriculumn. Appendix 1.	
11	Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	
12	Can use conjunctions other than 'and' to join two or more simple sentences, thoughts, ideas, etc. (e.g. but, so, then, or, when, if, that, because).	
13	Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
14	Can use spacing between words that reflects the size of the letters.	
15	Uses past and present tenses correctly.	
16	Can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last).	
17	Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one, e.g. a title: 'Big Billy Goat Gruff').	
KS1 TAF GDS Expectations		
18	Can add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*	
19	Can use accurate and consistent handwriting, showing evidence of the diagonal and horizontal strokes needed to join some letters.	
20	Can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	
21	Can use a range of punctuation, mainly correctly, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma (at least in lists), apostrophe for simple contraction and for singular possession (at least), e.g. 'John's dog...', 'The cat's bowl...' I taught throughout KS1	

22	Can make simple additions, revisions and proof-reading corrections to their own writing	
23	Can spell most common exception words	

### Assessment score

0-6 ticks = not yet working at this Standard; review against Standard  
 7-10 ticks = Developing  
 11-17 ticks = Secure

Statements highlighted blue are the WTS KS1 TAF statements

Statements highlighted yellow are the EXS KS1 TAF statements

Statements highlighted Green are the GDS KS1 TAF statements

18-23 ticks = Advanced

Assessment point: children with 21 or more ticks may be assessed against next year group.

Name:

Date:

No	Criteria	Evidence? (✓, X, ●)
1	Can produce work which is organized, imaginative and clear (e.g. simple opening and ending).	
2	Can usually join their handwriting	
3	Can develop and extend ideas logically in sequenced sentences (but they may still be overly detailed or brief).	
4	Can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	
5	Can add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*	
6	Can sometimes use interesting and ambitious word choices ('Wow' words are age appropriate)	
7	Can sometimes extend sentences using a wider range of conjunctions to clarify relationships between points and ideas (e.g. when, because, if, after, while, also, as well) (AWHITEBUS)	
8	Can sometimes use conjunctions, adverbs and prepositions to show when, where and how.	
9	Can begin to create settings, characters and plot in narratives.	
10	Can usually use correct grammatical structures in sentences (nouns and verbs generally agree).	
11	Can usually write in the correct tense, including the present perfect tense.	
12	Can use pronouns appropriately to avoid the awkward repetition of nouns.	
13	Can use most punctuation accurately, including the following: full stop and capital letter, question mark, exclamation mark	
14	Can sometimes use comma and apostrophe accurately.	
15	Can structure and organize work clearly (e.g. beginning, middle, end; letter structure; simple layout structures in non-fiction).	
16	Is beginning to use paragraphs.	
17	Can write neatly, legibly and accurately, mainly in a joined style.	
18	Can use adjectives and adverbs for description.	
19	Can spell phonetically regular or familiar common polysyllabic words accurately) and most or all of the Year 3 High Frequency Words and the Year 3 words in the National Curriculum Appendix 1.	
20	Can use inverted commas "" for direct speech.	
21	Can usually spell words including the prefixes, e.g. incorrect, irrelevant, dishonest and suffixes, e.g. usually, adoration.	
22	Can sometimes spell homophones correctly, e.g. which, witch; here, hear	

0 – 7: not yet working at standard

8 -11: developing

12 – 18: secure

19 – 22: advanced

Assessment point: 20 + check next year group

Statements highlighted Green are the GDS KS1 TAF statements



## Year 4

Name:

Date:

No	Criteria	Evidence ? (✓, X)
1	Can maintain accurate tense throughout writing.	
2	Can use 'Standard English' and verb forms correctly.	
3	Can use paragraphs, although they may not always be accurate.	
4	Can develop characters and describe settings, feelings and/or emotions, etc.	
5	Can use more subordinating conjunctions (e.g. although, however, nevertheless etc.) ('AWHITEBUS').	
6	Can select from a range of known adventurous vocabulary for a purpose, with some words being particularly well chosen.	
7	Is beginning to develop a sense of pace (writing is lively and interesting).	
8	Can organize ideas appropriately for both purpose and reader (e.g. captions, headings, bullets, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information etc.).	
9	Can use a wide range of punctuation mainly accurately, including at least three of the following: full stop and capital letter, question mark, exclamation mark, apostrophe and comma.	
10	Can write neatly, legibly and accurately, usually maintaining a joined style.	
11	<b>To use fronted adverbials</b> (conjunctions, adverbs and prepositions to show when, where and how,) e.g. "As quick as a flash...", usually demarcated with commas.	
12	Can use nouns and pronouns appropriately.	
13	Can open sentences in a wide range of ways for interest and impact.	
14	Can organise writing around a theme into paragraphs.	
15	Can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction).	
16	Can use or attempt grammatically complex structures (e.g. expansion before and after the noun: 'The little, old man who lived on the hill...', '... by the lady who taught me the guitar...'; subordinate clauses: 'I felt better when...' etc.).	
17	Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the National Curriculum. Appendix 1.	
18	Can use apostrophes and/or inverted commas, mainly accurately. (If direct speech is not appropriate to the task, apostrophes alone can score the tick).	
19	Can use all necessary punctuation for direct speech, mostly accurately.	
20	Can link and relate events, including past, present and future, sensibly (afterwards, before, also, after a while, eventually, etc)	
21	Can spell words including the prefixes, e.g. incorrect, irrelevant, dishonest and suffixes, e.g. usually, adoration.	
	0 – 6: not yet working at standard; 7 -10: developing; 11 – 17: secure 18 – 21: advanced Assessment point: 19 + check next year group	

## Year 5

Name:

Date:

No	Criteria	Evidence? (✓, X, ●)
1	Can use nouns, pronouns and tenses accurately and consistently throughout.	
2	Can select from a wide range of known imaginative and ambitious vocabulary (they should be words that are not usually used by a child of that age) and use them precisely.	
3	Can usually select the correct genre for audience and purpose.	
4	Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.	
5	Can use paragraphs consistently.	
6	<b>Can confidently use fronted adverbials</b> (conjunctions, adverbs and prepositions to show when, where and how.) e.g. "As quick as a flash...", usually demarcated with commas	
7	Can select interesting strategies to move a piece of writing forward (e.g. asides, characterization, dialogue with the audience, dialogue, etc.).	
8	Can use relative clauses appropriately.	
9	Can use a widerange of punctuation, mainly accurately from previously taught year groups.	
10	Can use punctuation appropriately to create effect (e.g. exclamation mark, dash, question mark, ellipsis).	
11	Can write neatly, legibly and accurately in a joined style.	
12	Can sometimes use generalizing words for style (e.g. sometimes, never, always, often, mainly, mostly, generally, etc.) and/or modal verbs/ the conditional tense (e.g. might do it, may go, could rain, should win).	
13	Can advise assertively, although not confrontationally, in factual writing (e.g. 'An important thing to think about before deciding...!', 'We always need to think about...!', etc.).	
14	Can sometimes use parenthesis in writing.	
15	Can describe setting, character and atmosphere to consciously engage the reader.	
16	Can sometimes use dialogue to convey character and advance action.	
17	Can spell many verb prefixes 'de', 'over', 'mis', mainly accurately.	
18	Can sometimes convert nouns or adjectives to verbs, using suffixes 'ate', 'ify', 'ise', e.g. classify, concise...	

0 – 5: not yet working at standard

5 -8: developing

9 – 15: secure

16 – 18: advanced

Assessment point: 17 + check next year group

Name:

Date:

No	Criteria	Evidence? (✓, X, ●)
	EXS TAF Statements	
1	Can use verb tenses consistently and correctly throughout writing.	
2	Can maintain legibility in joined handwriting when writing at speed.	
3	Can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative. Modal verbs to suggest degrees of possibility; passive verbs to affect how information is presented)	
4	use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	
5	In narratives, can describe settings, characters and atmosphere	
6	Can vary sentence length and word order confidently to sustain interest (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').	
7	Can use literary features to create effect (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile etc.).	
8	Can use different techniques to open or conclude work appropriately (e.g. opinion, summary, justification, comment, suspense or prediction).	
9	Can 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	
10	Can integrate dialogue in narratives to convey character and advance the action	
11	Can use the full range of punctuation accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis, etc.	
12	Can use a range of conventions appropriately to the context, e.g. paragraphs, sub and side headings, addendum, contents, etc.	
13	use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
14	Can sometimes use groupings for effect, before or after the verb. (For example: 'How I love the warmth of the summer breeze, the lapping of the waves and the soft swishing of the sand beneath my sandals.') There may only be one example.	
15	Can use a range of techniques to interact or show awareness of the audience, e.g. action, dialogue, quotation, aside, suspense, tension, comment.	
16	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)	

GREATER DEPTH TAF STATEMENTS		
17	exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	
18	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.	
19	distinguish between the language of speech and writing <sup>3</sup> and choose the appropriate register	
20	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)	
	0-5 – Below Y6 standard – assess standard below 6-10 WTS 11-16 EXS 17+ GDS	