Assessment of English Writing Standards 2020/21
Progression Framework and Pupil Progress Points

Stretton Sugwas Church of England Academy
"Each bee plays a part in the hive."
Inspired by 1 Corinthians 12: 12-31

Year 1			Working Towards (WTS)		Expected (EXS)		Greater Depth (GDS)	
			The pupil can …	1.2	The pupil can …	1.4 (Exemplar)	The pupil can …	1.6 (Exemplar)
Transcription		**Handwriting**	• Write letters that are usually clearly shaped and correctly orientated. • Mostly write with spaces between words.		• Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size). • Hold a pencil comfortably and correctly. • Form capital letters and digits 0-9. • Understand which letters belong to the handwriting 'families' and practise these.		• Begin to form lower-case letters in the correct direction, starting at and finishing in the right place with more consistency (may still be inconsistencies in orientation and size). • Hold a pencil comfortably and correctly. • Form capital letters and digits 0-9. • Understand which letters belong to the handwriting 'families' and practise these.	
		Spelling (NC Appendix 1)	• Spell most words containing previously taught phonemes and GPCs. Common exception words are spelt accurately (in line with NC appendix 1).		• Spell most words containing previously taught phonemes, GPCs, common exception words are spelt accurately. There is increasingly accurate use of the prefix un- and suffixes when adding – ing, -ed, -er and –est where there is no needed in the spelling of the root word (see NC appendix 1).		• Begin to apply taught spelling rules in their own writing with increasing accuracy (see NC appendix 1).	
Composition	**SPAG**	**Punctuation** (NC Appendix 2) A . I ? !	• Separate most words with spaces, • Sometimes use a capital letter and full-stop to demarcate a sentence and for the personal pronoun I (although this may not be consistent).		• Separate words with spaces. • Begin to use capital letters and full stops to demarcate some sentences. • Begin to use question marks and exclamation marks to demarcate sentences. • Consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names).		• Separate words with spaces independently. • Begin to use capital letters and full stops to demarcate some sentences independently. • Begin to use question marks and exclamation marks to demarcate sentences. • Consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns (e.g. days of the week, other names) independently.	
		Grammar (inc. sentence structure)	• Usually use simple (often repetitive) sentence structures.		• Write simple sentences. • More often draw upon characteristics of spoken language than those of written language with repetition of pronouns and simple verbs in sentence structures. • Write simple compound sentences using *and*.		• Use a mixture of simple and compound (using and) sentences independently.	
	Cohesion	**Text Structure and Organisation**	• Show simple structure e.g. can sequence events. • Attempt to retell elements from familiar stories or write own simple story ideas. • Communicate meaning without mediation in writing. • Orally plan sentences before they are written. • Start to check writing makes sense through discussion with an adult or peer.		• Orally plan sentences before they are written. • Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained. • Begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions).		• Orally plan sentences before they are written. • Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained. • Begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions).	
		Drafting and Editing	• Read writing out loud to check it makes sense and make changes with support.		• Check that their writing makes sense by rereading and make simple changes where suggested.		• Check their writing makes sense and begin to make changes independently.	
		Effective Use of Language/ Vocab. (inc. awareness of reader)	• Begin to use story language to start writing a story. • Mostly draw on characteristics of spoken language rather than written language. • Usually show some awareness of the purpose of the writing.		• Use vocabulary which is appropriate to the subject matter. • Use some adjectives for description. • Refer to the context of task in writing.		• Use vocabulary which is appropriate to the subject matter independently. • Use some adjectives for description independently.	

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Important information regarding the moderation and/or assessment of pupil work:

Pupils need to achieve all of the "pupil can" statements in order to meet a specific standard. It is not a "best fit" approach. Pupils achieving a standard are expected to have all of the skills outlined in the prior standards also.

If a pupil shows *particular weakness* in one bullet-pointed writing skill or area of skills (for example, poor handwriting) that would otherwise prevent them from achieving a higher standard/level more appropriate to their ability, the higher award can be given provided that this can be effectively argued using evidence from teacher observations and pupil work.

Cohesion is critical to the awarding of an accurate grade. It can be considered as the overall flow of a piece of work in conveying a clear purpose or meaning. The best piece of anecdotal advice is: Does it flow? Does it make sense?

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Year 2			Working Towards (WTS)		Expected (EXS)		Greater Depth (GDS)	
			The pupil can …	2.2 (Exemplar)	The pupil can …	2.4 (Exemplar)	The pupil can …	2.6 (Exemplar)
Transcription		Handwriting	• Hold a pencil comfortably and correctly. • Mostly form and orientate lower case letters accurately, starting and finishing in the correct place. • Mostly form and orientate capital letters and digits 0-9 accurately. • Show some consistency in the size and spacing of digits and letters throughout the writing. • Use word processing skills to present own stories.		• Hold a pencil comfortably and correctly. • Form lower case letters of the correct size relative to one another. • Start to use some of the diagonal and horizontal strokes needed to join letters. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Apply upper and lower case letters correctly within words.		• Start to join letters in an appropriate cursive style.	
		Spelling (NC Appendix 1)	• Begin to accurately apply spelling rules and guidance from Appendix 1 (Year 2).		• Usually accurately apply spelling rules and guidance from Appendix 1 (Year 2).		• Accurately apply spelling rules and guidance from Appendix 1 (Year 2) including accurate application of phonics knowledge and skills to attempt more complex words.	
Composition	**SPAG**	Punctuation (NC Appendix 2) A . I ? ! , '	• Usually demarcate sentences with capital letters and full stops. • Use capital letters for names and the personal pronoun I independently. • Begin to use question marks and exclamation marks, realising their effect on the reader. • Sometimes use commas to separate items in a list. • Sometimes attempt apostrophe for contraction and singular possession.		• Mostly use capital letters and full stops to demarcate sentences. • Use question marks and exclamation marks for effect. • Consistently use capital letters for I and usually use capital letters for other proper nouns (e.g. days, months, place names). • Use commas to separate an item in a list. • Use apostrophes to mark where letters are missing. • Begin to use apostrophes to mark singular possession in nouns.		• Use capital letters and full stops to demarcate sentences question marks and exclamation marks, for effect. • Use capital letters for personal pronoun I and usually uses capital letters for other proper nouns. • Use commas to separate an item in a list. • Use apostrophes to mark where letters are missing (omission) and singular possession in nouns. • Attempt punctuation beyond range taught in Y2.	
		Grammar (inc. sentence structure)	• Sometimes vary sentence structure – simple and compound (a greater range of conjunctions). • Sometimes use extended sentences. • Link sentences through conjunctions other than 'and e.g. but, so. • Begin to consistently use tense appropriate to the task. • Begin to recognise how the grammatical pattern of a sentence matches its purpose (statement, exclamation or command).		• Use correctly structured simple and compound sentences. • Use variety of simple conjunctions-Subordination(when, if, that, because) and coordination (or, and, but). • Use a variety of sentence beginnings. • Mostly consistently use of the tense appropriate to the task. • Match grammatical pattern of sentence to its purpose (statement, question, exclamation or command). • Correctly use progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting).		• Use simple and compound sentences. • Use a growing variety of simple conjunctions –Subordination (when, if, that, because) and coordination (or, and, but). • Use a variety of sentence beginnings. • Consistently use tense that is appropriate to the task. • Match grammatical pattern of sentence to its purpose (statement, question, exclamation or command). • Correctly use progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting).	
	Cohesion	Text Structure and Organisation	• Develop in a sequence of sentences. • Communicate meaning using a narrative form with some consistency. • Reflect the purpose of the writing in their organization. • Write simple narratives about personal experiences and those of others, write about real events and write simple poetry. • Begin to use some of the characteristics of non-narrative form to communicate meaning.		• Show narrative features including opening, middle and ending and events in a chronological order. • Write simple narratives about personal experiences and those of others, write about real events and write simple poems. • Show some characteristic features of a chosen form e.g. in narrative a sequence of events, in non-narrative sections of writing sequenced appropriately.		• Clearly structure a narrative, without prompts or guidance. • Show narrative features such as opening, middle and ending and events in a chronological order, with appropriate balance e.g. a more rounded resolution. • Write simple narratives about personal experiences and those of others, write about real events and write simple poems. • Appropriately sequence writing showing expansion of ideas within sections. (Ideas linked together to provide more details.)	
		Drafting and Editing	• Check writing and with prompting is able to make some improvements to spelling, punctuation and grammar.		• Make simple additions, revisions and corrections to their own writing including: Rereading to check for sense. Proof reading for errors. • Use grammatical vocab from Appendix 2 when discussing work (Y1/2).		• Evaluate the effectiveness of their writing, making changes without being prompted (editing for effect).	
		Effective Use of Language/ Vocab. (inc. awareness of reader)	• Use adjectives and some expanded noun phrases for description.		• Describe and specify using adjectives, adverbs and expanded noun phrases. • Use some specific vocabulary linked to the topic in non-narrative writing.		• Describe and specify using adjectives, adverbs and expanded noun phrases (including vocabulary drawn from wider reading). • Communicate meaning in a way that is lively and generally holds the interest of reader (showing awareness of wider reading).	

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Pupils need to achieve all of the "pupil can" statements in order to meet a specific standard. It is not a "best fit" approach. Pupils achieving a standard are expected to have all of the skills outlined in the prior standards also.

If a pupil shows *particular weakness* in one bullet-pointed writing skill or area of skills (for example, poor handwriting) that would otherwise prevent them from achieving a higher standard/level more appropriate to their ability, the higher award can be given provided that this can be effectively argued using evidence from teacher observations and pupil work.

Cohesion is critical to the awarding of an accurate grade. It can be considered as the overall flow of a piece of work in conveying a clear purpose or meaning. The best piece of anecdotal advice is: Does it flow? Does it make sense?

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Year 3		Working Towards (WTS)		Expected (EXS)		Greater Depth (GDS)	
		The pupil can …	3.2 (Exemplar)	The pupil can …	3.4 (Exemplar)	The pupil can …	3.6 (Exemplar)
Transcription	**Handwriting**	• Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined. • Increasingly use a joined style of handwriting.		• Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined. • Use a joined style of handwriting.		• Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined. • Increasingly use a joined and legible style of handwriting.	
	Spelling (NC Appendix 1)	• Accurately apply spelling rules and guidance from Appendix 1 (Year 2). • Begin to use taught spelling rules from Appendix 1 (Year 3 and 4).		• Accurately apply some of spelling rules and guidance from English Appendix 1 (Year 3 and 4) including further homophones and possessive apostrophe.		• Accurately apply some of spelling rules and guidance from English Appendix 1 (Year 3 and 4) including further homophones and possessive apostrophe as well as starting to spell words that are exceptions to common spelling rules.	
Composition / **SPAG**	**Punctuation** (NC Appendix 2) A . I ?!, ' " "	• Mostly accurately use capital letters, full stops, exclamation and question marks to demarcate sentences. • Mostly accurately use capital letters for proper nouns. • Mostly accurately use apostrophes for common contractions and singular possession nouns. • Begin to use inverted commas to punctuate direct speech, however this may be inconsistent. • Correctly use commas used in lists.		• Mostly accurately use capital letters, full stops, exclamation and question marks to demarcate sentences. • Mostly accurately use capital letters for proper nouns. • Mostly accurately use apostrophes for common contractions and singular possession nouns. • Usually use inverted commas to punctuate direct speech, • Start to show awareness of commas to mark phrases and clauses, as well as separating items in lists.		• Accurately and independently use range of punctuation taught at the point of writing. • Start to show awareness of commas to mark phrases and clauses, as well as separating items in lists.	
	Grammar (inc. sentence structure)	• Usually use simple and compound sentences with some attempt to form complex sentences, which may be uncontrolled. • Use a variety of sentences with different functions – punctuated correctly. • Use range of simple conjunctions, e.g . and, then, but, so, because. • Begin to use pronouns to avoid repetition. • Use ways other than the subject to begin sentences. • Correctly choose and use present and past tense, including the progressive form, correctly mostly consistently throughout writing.		• Use simple and compound sentences which are grammatically correct and punctuated correctly. • Use sentences with more than one clause, however these may remain uncontrolled. • Use an increasing variety of sentence openings. • Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of). • Consistently use first and third person and tense. • Correctly choose and use present and past tense, including the progressive form, correctly mostly consistently throughout writing. • Mostly use the forms a or an according to whether next word begins with consonant or vowel.		• Use simple and compound sentences which are grammatically correct and punctuated correctly, confidently and independently. • Independently write sentences with more than one clause, although these may remain uncontrolled. • Confidently use an increasing variety of sentence openings. • Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of) with increasing confidence and independence. • Consistently and confidently use first and third person and tense. • Correctly choose and use present and past tense, including the progressive form, correctly mostly consistently throughout writing. • Correctly use subject verb agreement.	
Cohesion	**Text Structure and Organisation**	• Use scaffolding and support to aid planning. • Demonstrate an understanding of purpose and audience, although this may not be sustained through the whole piece. • Write stories with a beginning, middle and simple ending (creates characters and setting), although there should be appropriate balance. • Write a simple sequence of events which are generally related to each other, though not necessarily well paced. • Use simple overall structure of the chosen non-fiction text type and include brief introduction or concluding sentence.		• Plan, using ideas gathered from wider reading and modelling. • Demonstrates an understanding of purpose and audience. • Include main features of story structure– beginning, middle and clearly developed resolution. • Usually group similar information together (starting to use paragraphs for all forms of writing). • Usually use simple overall structure of the chosen non-narrative text type appropriately. • Use simple organisational devices including headings and sub-headings aid presentations in non-narratives.		• Clearly demonstrate the ability to plan and write in the appropriate form, taking into account the purpose and audience. • Make choices about the form their writing should take without the need for scaffolds. • Show more confidence in grouping ideas together to form paragraphs. • Independently use simple organisational devices including headings and sub-headings aid presentations in non-narratives.	
	Drafting and Editing	• Proof read to check for errors in spelling, grammar and punctuation. • Make simple improvements for content either within their own and others' writing, with support.		• Proof read to check for errors in spelling, grammar and punctuation with increasing accuracy. • Make simple improvements for content either within their own and others' writing.		• Proof read to check for errors in spelling, grammar and punctuation in with increasing accuracy. • Make simple improvements for contents either within their own writing with confidence.	
	Effective Use of Language/ Vocab. (inc. awareness of reader)	• Start to use adventurous word choices to add detail and engage the reader.		• Deliberately use adventurous word choice to add detail and engage the reader e.g. adding adverbs to add detail to verbs. • Use technical language appropriate to the text type.		• Show conscious word choices around adverbs and prepositions for particular effect.	

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If a pupil shows particular weakness in one bullet-pointed writing skill or area of skills (for example, poor handwriting) that would otherwise prevent them from achieving a higher standard/level more appropriate to their ability, the higher award can be given provided that this can be effectively argued using evidence from teacher observations and pupil work.

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Year 4		Working Towards (WTS)		Expected (EXS)		Greater Depth (GDS)	
		The pupil can …	4.2	The pupil can …	4.4 (Exemplar)	The pupil can …	4.6 (Exemplar)
Transcript	**Handwriting**	• Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined. • Increasingly use a joined and legible style of handwriting.		• Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined. • Increasingly use a joined and legible style of handwriting.		• Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined. • Increasingly use a joined and legible style of handwriting.	
	Spelling (NC Appendix 1)	• Mostly apply spelling rules and guidance from English Appendix 1 (Year 3 and 4).		• Apply spelling rules and guidance from English Appendix 1 (Year 3 and 4).		• Apply spelling rules and guidance from English Appendix 1 (Year 3 and 4).	
Composition — **SPAG**	**Punctuation** (NC Appendix 2) A . I ?!, ' " "	• Accurately use capital letters, full stops, question marks and exclamation marks, but may still need prompting or editing. • Start to show an awareness of the need for a comma after fronted adverbials. • Use inverted commas to indicate beginning and end of direct speech. • Accurately use apostrophes for singular possession, starting to use apostrophes for plural possession.		• Accurately use capital letters, full stops, question marks and exclamation marks. • Use commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas). • Accurately use apostrophes for singular/plural possession.		• Accurately use capital letters, full stops, question marks and exclamation marks independently across the curriculum. • Use commas after fronted adverbials independently. • Use inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas) with more confidence. • Accurately use apostrophes for singular/plural possession.	
	Grammar (inc. sentence structure)	• Use a mixture of grammatically accurate simple and compound sentences, extending the range of sentences with more than one clause by starting to use a wider range of conjunctions including when, if, because and although. • Use a range of sentence openings. • Start to expand noun phases by modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Sustain the same tense throughout the writing. • Use simple present tense in dialogue. • Start to appropriately use pronouns to avoid repetition. • Start to use fronted adverbials (e.g. later that day, I heard the bad news). • Start to use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Accurately use basic grammar but sometimes reflects the local spoken forms. (e.g. should have, would have).		• Use a mixture of grammatically accurate simple and compound sentences, extending the range of sentences with more than one clause by starting to use a wider range of conjunctions including when, if, because and although. • Use a wide and varied range of sentence openings. • Use extended noun phases by modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Accurately and consistently choose correct tense. • Appropriately use pronouns to avoid repetition. • Use fronted adverbials (e.g. later that day, I heard the bad news). • Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Accurately use basic grammar reflecting written standard English instead of local spoken forms (e.g. should have, would have).		• Independently use a mixture of grammatically accurate simple and compound sentences, extending the range of sentences with more than one clause by starting to use a wider range of conjunctions including when, if, because and although across the curriculum. • Independently use a varied range of sentence openings. • Independently use extended noun phases by modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Accurately choose correct tense across the curriculum. • Appropriately use pronouns to avoid repetition. • Competently use fronted adverbials (e.g. later that day, I heard the bad news). • Appropriately choose pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Accurately use basic grammar of standard English instead of local spoken forms (e.g. should have, would have).	
Composition — **Cohesion**	**Text Structure and Organisation**	• Write stories with a clear beginning, middle and ending, starting to create more detailed settings and characters, along with a coherent plot. • Usually use paragraphs to organise ideas around a theme. • Mostly consistently and appropriately use structure of the chosen non-narrative text type. • Usually include an introduction, ordered sections and a brief conclusion, and other organisational devices in non-narrative texts.		• Write stories with clear beginning, middle and end with detailed settings, characters and coherent plot. • Write developed endings of an appropriate length. • Use paragraphs to organise ideas around a theme. • Consistently and appropriately use the structure of the chosen non-narrative text type. • Include introduction, ordered sections and brief conclusion, and other organisational devices in non-narrative texts.		• Write stories with a well-developed and well-paced structure. • Effectively use paragraphing to add cohesion and aid the reader. • Demonstrate the ability to plan and structure non-narrative texts appropriately without the use of model.	
	Drafting and Editing	• Proof-read and amend their own writing, with support, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text.		• Independently proof-read and amend own writing, checking for accuracy of SPAG and use of pronouns throughout text: e.g. *repetitions, verb endings, lapses in tense.*		• Consistently and confidently proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text.	
	Effective Use of Language/ Vocab. (inc. awareness of reader)	• Use expanded noun phrases (see sentence structure and grammar). • Start to use noun phrases, adverbs and adjectives to create variety and add interest. • Begin to modify adjectives for emphasis. • Begin to use a range of powerful verbs. • Begin to use viewpoint (this may not be maintained).		• Use variety of interesting expanded noun phrases. • Modify range of adjectives for emphasis and to add interest. • Use a range of powerful verbs to add interest. • Attempt to use technical and precise vocabulary in non-narrative writing. • Establish a writer's viewpoint (this may not be maintained).		• Confidently use expanded noun phrases across curriculum. • Confidently use noun phrases, adverbs and adjectives to create variety and add interest across the curriculum. • Modify adjectives for emphasis. • Begin to use a wider range of powerful verbs. • Try to use technical/ precise vocabulary in non-narratives. • Establish a writer's viewpoint (this may not be maintained).	

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Year 5		Working Towards (WTS)		Expected (EXS)		Greater Depth (GDS)	
		The pupil can …	5.2	The pupil can …	5.4 (Exemplar)	The pupil can …	5.6 (Exemplar)
Transcrip	**Handwriting**	• Usually produce legible and fluent handwriting, including appropriate choice of letter shape, and whether or not to join letters. • Use a joined and legible style of handwriting.		• Produce legible and fluent handwriting, including appropriate choice of letter shape and whether or not to join letters. However this is not always maintained when writing. • Use a joined and legible style of handwriting.		• Usually produce legible and fluent handwriting when writing at an efficient speed. • Use a joined and legible style of handwriting.	
	Spelling (NC Appendix 1)	• Start to apply taught spelling rules and guidance from English Appendix 1 (Year 5 and 6).		• Apply taught spelling rules and guidance from English Appendix 1 (Year 5 and 6).		• Apply taught spelling rules and guidance from English Appendix 1 (Year 5 and 6).	
SPAG	**Punctuation** (NC Appendix 2) A . I ?! , ' " " – ( )	• Appropriately demarcate all sentences. • Start to use commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma). • Start to use inverted commas and other punctuation to indicate direct speech, starting to use new lines for each new speaker.		• Appropriately demarcate all sentences. • Use commas to clarify meaning or avoid ambiguity (e.g. Let's eat grandma. Let's eat, grandma). • Use inverted commas to demarcate direct speech, with new lines used for each new speaker. • Sometimes use brackets, dashes or commas for parenthesis.		• Confidently use commas for a variety of reasons. • Confidently use accurate punctuation in speech. • Increasingly use brackets, dashes or commas to indicate parenthesis.	
	Grammar (inc. sentence structure)	• Use a mixture of simple, compound and complex sentences to extend meaning and add variety and interest, starting to take into account audience and purpose for writing. • Use a variety of sentence structures, although may not always be controlled. • Start to use some relative clauses with support. • Usually use direct and reported speech appropriately. • Usually change tense appropriately and accurately. • Use fronted adverbials to vary sentence structure, although may not always be controlled.		• Use a mixture of simple, compound and complex sentences to extend meaning and add variety and interest, taking into account audience and purpose for writing. • Use expanded phrases and clauses to add detail. • Appropriately use direct and reported speech. • Change tenses appropriately and consistently with accuracy. • Begin to use relative clauses beginning with who, which, where, when whose that or omitted relative pronoun. • Begin to indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. should, will must).		• Use a mixture of simple, compound and complex sentences to extend meaning and add variety and interest, taking into account audience and purpose for writing and understanding the impact on the reader (e.g. the use of short sentences to add tension or increase pace). • Confidently use expanded phrases and clauses to add information or detail. • Consistently use direct and reported speech appropriately. • Consistently change tenses appropriately with accuracy. • Confidently use relative clauses (who, which, where, when whose that) to add detail to writing.	
Composition	**Text Structure and Organisation**	• Write for a range of purposes and audiences. • Organise writing appropriately for the purpose of the reader, using a clear structure in which events are well paced and logically related. • Usually suitably link paragraphs, however transition may be awkward. • Develop characters through action and description. • Write descriptions of setting to create and reflect changes in mood. • Consistently use sub-headings or introductory phrases to indicate new sections/paragraphs in non-narrative writing. • Establish and maintain connections between ideas in non-narrative writing. • Sustain and develop ideas in interesting ways and organise them appropriately for the purpose of the reader, showing mostly effective use of the structure of the chosen non-fiction text type.		• Write for a range of purposes and audiences, showing effective use of the structure of chosen text type. • Choose structure and organisation of text depending on audience and purpose. • Show well developed story structure, using paragraphs to mark changes of time, scene, action or person. • Develop characters through descriptions of appearance, actions and direct or reported speech. • Use fronted adverbials (time, manner, place) to link ideas across paragraphs. • Choose tenses and other devices to build cohesion and link ideas within/across paragraphs. • Use a widening range of layout conventions and presentational devices to indicate main/supporting points.		• Consciously control paragraphing to help shape the overall pieces in both narrative and non-narrative writing. • Use fronted adverbials of time, place and number to link ideas across paragraphs independently through writing across the curriculum. • Choose tenses and other devices to build cohesion within and across paragraphs independently through writing across the curriculum. • Consistently use the structure of the chosen non-narrative text type effectively in independent writing. • Independently use a widening range of layout conventions and presentational devices to indicate main and supporting points. • Link ideas across paragraphs.	
	Drafting and Editing	• Independently proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text and able to suggest some areas for improvement:		• Usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in own and others' writing.		• Usually propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in own and others' writing.	
	Effective Use of Language/ Vocab. (inc. awareness of reader)	• Use adverbials and expanded noun phrases to engage and inform. • Often choose adventurous vocabulary. • Use technical/precise vocabulary for effect in non-narrative writing. • Establish narrator's or character's viewpoint. • Write in a range of forms thoughtfully, with ideas often sustained and developed in interesting ways, seeking to engage the reader. • Usually show appropriate adaptation of features of chosen form to meet the meet the purpose of the task or for a specific audience. • Establish – and usually maintain- writer's viewpoint.		• Modify nouns and noun phrases by prepositional phrases to expand and develop ideas, information and description. • Establish and control narrator's or character's viewpoint. • Mostly show appropriate adaptation of features of chosen form for the purpose of the task or a specific audience. • Effectively use technical and precise vocabulary for effect e.g. to inform, persuade, explain etc. • Establish- and control- writer's viewpoint (e.g. using a consistent perspective is evident throughout the piece).		• Carefully demonstrate chosen vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add/slow pace and conjure mood. • Usually write a well-controlled and convincing viewpoint. • Use precise, varied and technical vocabulary effectively to support the writer's purpose, clarify meaning or add interest.	

Click here for complete NC Glossary of Terms

Important information regarding the moderation and/or assessment of pupil work:

Pupils need to achieve all of the "pupil can" statements in order to meet a specific standard. It is not a "best fit" approach. Pupils achieving a standard are expected to have all of the skills outlined in the prior standards also.

If a pupil shows *particular weakness* in one bullet-pointed writing skill or area of skills (for example, poor handwriting) that would otherwise prevent them from achieving a higher standard/level more appropriate to their ability, the higher award can be given provided that this can be effectively argued using evidence from teacher observations and pupil work.

Cohesion is critical to the awarding of an accurate grade. It can be considered as the overall flow of a piece of work in conveying a clear purpose or meaning. The best piece of anecdotal advice is: Does it flow? Does it make sense?

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Assessment of English Writing Standards 2020/21
Progression Framework and Pupil Progress Points

Stretton Sugwas Church of England Academy
"Each bee plays a part in the hive."
"Inspired by 1 Corinthians 12: 12-31"

Year 6		Working Towards (WTS)		Expected (EXS)		Greater Depth (GDS)	
		The pupil can …	6.2 (Exemplar)	The pupil can …	6.4 (Exemplar)	The pupil can …	6.6 (Exemplar)
Transcr	**Handwriting**	• Usually maintain legible handwriting when writing at sustained speed . • Begin to show a personal legible style. • Choose the writing implement and handwriting best suited for the task.		• Usually maintain legible and fluent handwriting when writing at sustained, efficient speed, including appropriate choice of letter shape, whether or not to join letters and implement.		• Mostly maintain legible and fluent handwriting when writing at sustained, efficient speed.	
	Spelling (NC Appendix 1)	• Correctly apply full range of rules and patterns, as listed in Appendix 1 (Y1/2 and Y3/4) and some rules and patterns from Appendix 1 (Y5/6).		• Accurately apply morphological and etymological knowledge, and the full range of rules/patterns from Appendix 1 (Y5 and Y6).		• Accurately spell, with only occasional errors in more ambitious vocabulary.	
SPAG	**Punctuation** (NC Appendix 2) A . I ?! , ' " " - ( ) : ; …	• Attempt to use more ambitious punctuation, however this may not be always used accurately (including brackets, dashes or commas to indicate parenthesis, hyphens to avoid ambiguity; consistent punctuation of bullet points; use of semi-colon, colon and dash to mark the boundaries between independent clauses.		• Consistently use commas accurately within sentences to separate items in a list, phrases and clauses. • Mostly use range of punctuation accurately (including brackets, dashes or commas for parenthesis, hyphens; consistent use of bullet points; use of semi-colon, colon and dash for clauses.		• Appropriately and accurately use a range of punctuation, including semi-colons, colons and dashes to mark the boundary between independent clauses.	
	Grammar (inc. sentence structure)	• Use a variety of simple, compound and complex sentences, usually with some control, in order to create specific effects. • Mostly write complex sentences accurately, beginning to position clauses for effect, e.g. *using embedded subordinate clauses for economy of expression*. • Usually use range of verbs forms (e.g. *conditional and passive*) accurately.		• Write a variety of **simple,** compound **and complex sentences** making controlled choices for formal and informal situations. • Usually show understanding of manipulation of clauses for different effects, controlling complex sentences. • Use a wide range of relative pronouns (or implied) in relative clauses to clarify and explain relationships between ideas. • Mostly use range of verb forms accurately. • Use passive form for presenting information in a sentence. • Appropriately choose tense to support whole text cohesion. • Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty.		• Confidently use sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas, according to audience, purpose and context. • Make precise vocabulary and grammatical choices including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations.	
Composition / **Cohesion**	**Text Structure and Organisation**	• Write for a range of purposes and audiences. • Use fronted adverbials of time, place and number to link ideas across paragraphs. • Appropriately interweave elements of dialogue, action and description, however may not always be balanced. • Include significant interaction between characters. • Securely and effectively use the chosen text type to establish context and purpose of writing. • Construct clearly focused sections/paragraphs around which content is organised. • Usually organise ideas into appropriately sequenced sections or paragraphs which lead to a well-drawn conclusion. • Use wide range of layout conventions and presentational devices to indicate main and supporting points.		• Write for a range of purposes and audiences demonstrating selection and use of suitable forms. • Create sequenced sections or paragraphs to develop and expand some ideas, descriptions, themes and events in depth. • Form effective relationships between paragraphs that usually give clear structure and coherence to the whole story. • Use a range of cohesive devices to link ideas within and across paragraphs (including repetition or ellipsis). • Interweave elements of dialogue, action and description. • Use a range of organisational and presentational devices, e.g use of columns, bullet points and tables to guide the reader. • Show controlled use of structure across the whole piece which maintains and emphasises the context and purpose of writing. • Clearly develop or explain ideas within sections /paragraphs, including relevant detail in non-narrative writing.		•	
	Drafting and Editing	•		• Evaluate and edit effectiveness own writing to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning.		• Use the drafting process to make deliberate choices of SPAG to change and enhance meaning for intended effect. • Confidently evaluate and edit effectiveness of writing to make assured SPAG changes to enhance effects and clarify meaning.	
	Effective Use of Language/ Vocab. (inc. awareness of reader)	• Choose vocabulary that is often imaginative and mostly used precisely. • Mostly make appropriate choices between colloquial and formal language. • Effectively use precise, varied and technical vocabulary to support the writer's purpose, clarify meaning or add interest in non- narrative writing. • Show consistently appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience. • Write conclusions that attempt to relate subject to reader or make direct appeal to reader. • Write a usually well-controlled and convincing viewpoint.		• Make imaginative vocabulary choices and augment meaning. • Make appropriate choices between colloquial language and standard English (match formal and informal situations). • Appropriately use descriptions of settings, characters, atmosphere and dialogue to show character and advance action. • Use range of phrases to engage reader and clarify meaning. • Use expanded noun phrases to convey information precisely. • Use wider range of techniques to engage, e.g. *flashback*. • Write a well-controlled and convincing viewpoint.		• Consistently make precise vocabulary and grammatical choices, including use of the subjunctive mood where appropriate, to suit both formal and informal situations. • Use vocabulary that is varied, precise and often ambitious. • Use a range of stylistic features that contribute to the effect of the text e.g. rhetorical questions, repetition for effect, figurative language. • Effectively shift between levels of formality.	

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