

# KEY STAGE 2 WRITING KEY ASSESSMENT OVERVIEW

## YEAR 3

Correctly writes simple sentences dictated by the teacher/independently that include words using phonetically plausible and common exception words & punctuation taught so far.

Is beginning to structure a sequence of events organised into paragraphs

Creates basic settings, characters and simple plot in narratives with appropriate detail.

Punctuates sentences accurately using full stops, capital letters, exclamation marks and question marks.

Writing is mostly neat, well-spaced and generally of a consistent size.

Uses further prefixes and suffixes and understand how to add them

Spells correctly words that are commonly mis-spelt

Can spell most of the Year1/2 words and some of the Year3/4 words correctly in my writing.

Can find words in a dictionary using the first two letters to check meaning.

Is beginning to join letters accurately with appropriate diagonal or horizontal strokes.

Write a range of sentences using conjunctions to show cause and effect, (because, although, so.)

Identify and use correct terminology for preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel and inverted commas (speech marks).

Some variety in subordinating conjunctions. Some use of, which, where, if, after, when (at least three different across a range of writing).

Uses adverbs to convey time, place and manner.

Correct choice and consistent use of the present, past and perfect tense.

Uses apostrophes consistently for contractions and possessive (singular and plurals) correctly 50% of the time.

Is beginning to use inverted commas to punctuate direct speech but is not always accurate.

Where appropriate, some commas mark phrases and clauses.

Proof read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary in respect to aspects learned this year.

Evaluate the effectiveness of their own writing taking into account the audience and purpose and suggest improvements.

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.

Presentation of characters to interest the reader through use of some detail and dialogue (e.g. characters described through what they say and do). To be able to create settings through simple descriptions.

Uses simple organisational devices in non-narrative writing (heading and sub-headings).

Discuss and record ideas for writing in simple forms of planning.

Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (e.g. identify some basic features of text).

## YEAR 4

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Writing has clear structure across a range of genre.

Sustained pieces of writing in paragraphs which are used to organise ideas around a theme or event, (e.g. change of character, time, place and event).

Correctly writes simple sentences dictated by the teacher that are written independently using spelling from NC appendix 1.

Writing is of consistent size and is neat.

Uses fronted adverbials (e.g. start with time connective or adverb) followed by a comma.)

Spell all of the Year1/2 words and most of the Year 3/4 words correctly in my writing.

Uses the possessive apostrophe correctly in words with regular plurals (for example, girls', boys') and in words with irregular plurals.

Use the first two or three letters of a word to check its spelling in a dictionary.

Uses the diagonal and horizontal strokes that are needed to join letters correctly and understands which letters are best left unjoined.

Punctuates direct speech accurately (e.g. comma after reporting clause: end punctuation within inverted commas).

Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. 'The teacher' expanded to 'The strict maths teacher with curly hair sat on his desk'.

Uses appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Sentences include prepositions e.g. before, after, during, in, because of, under or prepositional phrase.

Uses Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was).

Uses detail to build character descriptions and provoke a response and begin to integrate dialogue to convey characters.

Write a complete story with a full sequence of events in narrative order.

Write narrative that develops character, setting and plot.

Edit and improve a section through re-drafting.

Discuss and record more detailed ideas for writing in the form of planning.

Begin to use similes to add description to the writing.

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.

Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.

Begin to use both a formal and an informal style.

Choose vocabulary for effect to reflect audience and purpose.

Identify and use correct terminology for adverbial, determiner, pronoun and possessive pronoun

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## YEAR 5

Join writing legibly and fluently with increased speed.

Ideas across paragraphs are linked using a wide range of cohesive devices.

Secure use of complex sentences and position of clauses, which show an understanding of how to achieve different effects.

Identify the audience for and purpose of the writing selecting the appropriate form.

Ensures the consistent and correct use of tense throughout a piece of writing.

Spell most of the Year3/4 words and some of the Year5/6 words correctly in my writing.

Knows that some words have silent letters and can spell them correctly (e.g. knight, psalm).

Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -ible, -able, ably, ibly etc).

Use a dictionary to check meaning and spelling of words and a thesaurus to find synonyms using the first three or four letters of a word.

Use brackets, dashes and/or commas to indicate parenthesis.

Use commas to mark clauses in more complex sentences.

Use a range of expanded noun phrases.

Use modal verbs or adverbs to indicate degrees of possibility (e.g. might, should, will, must).

Can mark relationships of time and cause, through the use of perfect form of verbs.

Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Understands the purpose of different conjunctions and uses them appropriately across different types of writing.

Effectively plans their writing, noting and developing initial ideas, drawing on reading and research where necessary.

Use both reported and direct speech with correct punctuation.

Imaginative detail and precise vocabulary included for effect, for example, to engage as well as to inform.

In narrative can use dialogue to help convey character and advance the action.

In narrative describes settings, characters and atmosphere using expressive or figurative language (words and phrases).

Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly within a piece of writing.

Identify and use correct terminology for modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.

## YEAR 6

Writes legibly, fluently and at appropriate speed.

Selects appropriate form of writing for a task and other similar writing.

Ideas organised into a planned coherent set of paragraphs, which are varied in length and structure, the overall direction of the text is supported by clear links between paragraphs using adverbials of time and place, conjunctions, pronouns etc.

Uses all of the following punctuation mostly correctly: inverted commas for speech; commas for clarity; brackets or commas for separation.

Uses imaginative detail and precise vocabulary included for effect, for example to engage as well as inform in a range of writing. (Describes settings, characters and atmosphere).

Spelling mostly correct from year 5 and 6 word lists (Appendix 1).

Adds prefixes and suffixes and knows more complex letter strings.

Understands how words are related as synonyms and antonyms and can use them correctly.

Uses hyphens to help avoid ambiguity.

Uses a wide range of clause structures, sometimes varying their position within the sentence for effect on the reader.

Makes some correct use of punctuation to mark the boundary between independent clauses, including, commas, semi colons, dashes and colons.

Can use different verb forms accurately.

Uses adverbs, prepositional phrases and expanded noun phrases effectively.

Uses passive voice to effect the presentation of information within a sentence.

Uses layout devices to structure text appropriately (e.g. headings, columns, bullets or tables etc).

Uses a range of main, subordinate and relative clauses to develop and explain ideas.

Uses an advanced range of conjunctions which fit the style of writing.

Integrates dialogue to convey character and advance the action.

Beginning to take control over levels of formality e.g. selecting vocabulary and manipulating grammatical structures.

Uses a range of cohesive devices, e.g. repetition, ellipsis, adverbials within and across paragraphs.

Ensures sentences are grammatically correct through proof reading and correcting.

Can write effectively for a range of purposes and audiences, selecting language that shows awareness of the reader.

Writes and performs own compositions confidently, using appropriate intonation, volume, and movement so that meaning is clear.

Can effectively evaluate and edit own and others' writing.

Can identify, understand and use terminology accurately and appropriately in discussing writing and reading.