

Year 1 ARE Writing Assessment

Name:

Date/title:

TRANSCRIPTION

When spelling, I can break words down and use phonics to help me spell them.

I can spell common exception words.

I can add suffixes where **no change** to the root word is required (**such as: -ed, -ing, -er, -est, -s, -es**)

ed

ing

er

est

I can write simple sentences dictated by the teacher which include GPCs and common exception words taught so far.

I can add -e and -es for plurals

e

es

I can add the prefix un-



COMPOSITION

I can say out loud what I am going to write.

I can sequence sentences into short narratives

I can re-read sentences to check they make sense

I can use basic descriptive language.

I can choose to write for a variety of purposes.

I can discuss my writing with an adult and/or peer



VGP

I can leave finger spaces

I can join words and clauses using 'and'

I am beginning to use capital letters and full stops

I am beginning to use question marks

I am beginning to use exclamation marks

I can use capital letters for proper nouns and the personal pronoun 'I'



HANDWRITING

I can begin to form lowercase letters in the correct direction

I can form capital letters

Year 2 ARE Writing Assessment

Name:

Date/title:

TRANSCRIPTION

When spelling, I can break words down and use phonics to help me spell them.

I can spell **MANY** common exception words.

I can add suffixes to spell **SOME** words correctly (**such as: -er, -ment, -ness, -ful, -less, -est, -ly**)

I can spell most common exception words

COMPOSITION

I can use **SOME** expanded noun phrases.

I can link clauses with **SOME** co-ordinating conjunctions **AND, BUT, OR**

I can link clauses with **SOME** subordinating conjunctions **BECAUSE, WHEN, IT, THAT**

I can write statements

I can write questions

I can write exclamations (How or What)

I can write commands

I can use the past and present tense mostly correctly

VGP

I can use capital letters and full stops

I can use question marks

I can use exclamation marks

I can spell **SOME** words which are contracted

I can use commas to separate items in a list

I can use possessive apostrophes

I can spell MOST contracted words

I can add suffixes to spell MOST words correctly

HANDWRITING

I can leave spaces between words

I can start using diagonal and horizontal lines to join my writing

I can write capital letters of correct size and orientation

I can write digits of the correct size and orientation

I can use diagonal and horizontal lines to join most letters

YEAR 3 WRITING PATHWAY

Name:

Date/title:

Transcription

1. Spell some of the Y3/4 word list correctly						
2. I can use the possessive apostrophe (singular).						
3. I can use the contraction apostrophe.						
4. I can spell common homophones for Year 2 and Year 3.						
5. I can use prefixes and suffixes.						

6. Handwriting

7. I can write legibly and fluently.						
--------------------------------------	--	--	--	--	--	--

8. Composition: Purpose and Audience

9. In fiction, I can create settings, characters and plots.						
10. I can write using a rich and varied vocabulary.						
11. I can write paragraphs around a simple theme.						
12. In non-fiction, I can use the correct organisational devices.						
13. When I finish a piece of work, I will read through it to correct some spelling and punctuation errors.						
14. I can vary the length and structure of my sentences: simple, compound and complex.						
15. I can use the present and past tense correctly, including use of the present perfect instead of the simple past.						

16. VGP

17. I can use the determiners 'a' and 'an' correctly.						
18. I can use conjunctions: when, if, because, although, before, after.						
19. I can express time, place, cause and enhance cohesion using adverbs (<i>soon, therefore, finally</i>) and prepositions, including preposition phrases (<i>during the night, before breakfast</i>).						
20. Use varied nouns and pronouns for cohesion.						
21. I can use fronted adverbials (<i>cautiously, before, in the blink of an eye</i>)						
22. I can use noun phrases expanded by adjectives. <i>The strict school master with half-moon spectacles</i>						

Using mostly correctly

- 23. Question Marks
- 24. Exclamation Marks
- 25. Capital Letters
- 26. Full Stops
- 27. Commas
- 28. Inverted Commas

YEAR 4 WRITING PATHWAY

Name:

Date/title:

Transcription

1.	Spell most of the Y3/4 word list correctly						
2.	I can use apostrophes correctly (<i>contraction, singular and plural possession</i>)						
3.	I can spell further homophones for Years 3 and 4.						
4.	I can use prefixes and suffixes.						

Handwriting

5.	I can write legibly and fluently with consistency.						
----	--	--	--	--	--	--	--

Composition

6.	In fiction, I can create characters, settings and plots.	6a. Make precise choices around vocabulary, e.g. vocabulary for description					
		6b. Use figurative language, similes and alliteration in description.					
		6c. Develop characters through dialogue and description.					
7.	I can write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.						
8.	I can make independent choices about when to begin a new paragraph and organise paragraphs around a theme.						
9.	In non-fiction, I can use the correct organisational devices, including headings and sub-headings.						
10.	I draft my sentences orally using a wide and varied vocabulary and an increasing range of sentence structures.						
11.	I can vary the length and structure of my sentences: simple, compound and complex.						
12.	I can select the correct tense (past/ present) for a task and use it consistently (simple, progressive and perfect forms).						
13.	I can proofread for spelling and punctuation.						

VGP

14.	I can use the determiners 'a' and 'an' correctly.						
15.	Write a range of sentences with more than clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).						
16.	Can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.						
17.	I can use a wide range of fronted adverbials and correctly position the commas after a fronted adverbial.						
18.	I can use present perfect form of verbs in contrast to the past tense.						
19.	I can add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun) <i>The vast castle beyond the horizon</i>						
20.	I can use a range of conjunctions, adverbs and prepositions to express time and cause for cohesion.	Conjunctions					
		Adverbs					
		Prepositions					

Using mostly correctly	21.	Question Marks					
	22.	Exclamation Marks					
	23.	Capital Letters					
	24.	Full Stops					
	25.	Brackets (GDS)					
	26.	Commas					
	27.	Inverted Commas					

YEAR 5 WRITING PATHWAY

Title of piece of evidence
Working Towards The pupil can write for a range of purposes and audiences

1. Using paragraphs to organise ideas							
2. I can describe setting, character and atmosphere.							
3. I use some cohesive devices within and across sentences and paragraphs. then,after,this ,firstly							
4. My sentences are mostly grammatically correct.							
Using mostly correctly	5. Capital letters						
	6. Full stops						
	7. Question marks						
	8. Commas for lists						
	9. Apostrophes for contraction						
10. Spelling most words correctly (year 3 and 4)							
11. I can apply the spelling rules for prefixes and suffixes.							
12. I can write legibly and fluently with speed.							

Working At The pupil can write for a range of purposes and audiences (including writing a short story)

13. Through dialogue, I can convey character and move the story on.							
14. I can select appropriate forms which reflect the audience and purpose (e.g simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text)							
15. I can use presentation and organisational devices to guide the reader.							
16. Using a range of cohesive devices <ul style="list-style-type: none"> secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>). 							
17. I can use a range of modals and adverbs to express possibly (could, would, should)							
18. I can use expanded noun phrases to convey complicated information concisely.							
19. I can convey complicated information concisely by using relative clauses.							
Using mostly correctly	20. Inverted commas						
	21. Punctuation for parenthesis						
22. I can spell some year five/ six words correctly							
23. I can maintain legibility in joined handwriting when writing at speed							
24. I can proofread for spelling, punctuation and grammatical errors (e.g subject/verb agreements, tense use)							

Greater Depth The pupil can write for a range of purposes and audiences

25. Managing shifts between levels of formality through selecting							
26. Using high level and rich vocabulary (verbs)							
27. I can use commas to clarify meaning or avoid ambiguity							
28. Using the full range of punctuation taught at Key Stage 2 mostly correctly, including							

	29. Colons						
	30. Semi-colons						
	31. Hyphens						
	32. Dashes						

YEAR 6 WRITING PATHWAY

Title of piece of evidence												
Working Towards The pupil can write for a range of purposes and audiences												
1. Using paragraphs to organise ideas												
2. Describing settings and characters												
3. Using some cohesive devices within and across sentences and paragraphs												
4. Using different verb forms mostly accurately												
5. Using co-ordinating and subordinating conjunctions												
Using mostly correctly		6. Capital letters										
		7. Full stops										
		8. Question marks										
		9. Commas for lists										
		10. Apostrophes for contraction										
11. Spelling most words correctly (year 3 and 4)												
12. Spelling most words correctly (year 5 and 6)												
13. Producing legible joined handwriting												
Working At The pupil can write for a range of purposes and audiences (including writing a short story)												
14. Creating atmosphere, and integrating dialogue to convey character and advance the action												
15. Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly												
16. Using a range of cohesive devices *, including adverbials, within and across sentences and paragraphs												
17. Using passive and modal verbs mostly												
18. Using a wide range of clause structures, sometimes varying their position within the sentence												
19. Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision												
Using mostly correctly		20. Inverted commas										
		21. Commas for clarity										
		22. Punctuation for parenthesis										
Making some correct use of		23. Semi-colons										
		24. Dashes										
		25. Colons										
		26. hyphens										
27. Spelling most words correctly (year 5 and 6)												
28. Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters												
Greater Depth The pupil can write for a range of purposes and audiences												
29. Managing shifts between levels of formality through selecting												
30. Selecting verb forms for meaning and effect												
31. Using the full range of punctuation taught at Key Stage 2 mostly correctly, including												
		32. Semi-colons to mark the boundary between independent clauses										
		33. Colons to mark the boundary between independent clauses										

