



Assessment

Year 1

10 points (Autumn)

Spelling	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far			
Composition	Saying out loud what they are going to write about			
Grammar/ Punctuation	Leave spaces between words			
	Begin to punctuate sentences correctly using a full stop			
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly			
	Begin to form lower-case letters in the correct direction, starting and finishing in the right place			

11 points (Spring)

Composition	Compose a sentence orally before writing it			
	Discuss what they have written with the teacher or other pupils			
	Read aloud their writing clearly enough to be heard by their peers and the teacher			
Grammar/ Punctuation	Join words and clauses using 'and'			
	Begin to punctuate sentences using a question mark			
	Begin to punctuate sentences using an exclamation mark			
Handwriting	Form capital letters correctly			
	Form digits 0-9 correctly			

12 points (Summer)

Spelling	Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs			
	Use the prefix un-			
	Use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)			
Composition	Sequence sentences to form short narratives			
	Re-read what they have written to check that it makes sense			
Grammar/ Punctuation	Begin to punctuate sentences accurately using a capital letter and a full stop, question mark or exclamation			
	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'			
Handwriting	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways/ascenders and decenders) and to practise these			

Year 1 Spelling

(to be learnt and applied in writing by the end of the year in order to be awarded 12 points)

Spell words containing each of the 40+ phonemes already taught			
Spell the year 1 common exception words			
Spell the days of the week			
Name the letters of the alphabet in order			
Use letter names to distinguish between alternative spellings of the same sounds			



Year 2

13 points (Autumn)

Spelling	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far			
Composition	Plan or say out loud what they are going to write about			
	Evaluate their writing with the teacher and other pupils			
Grammar/ Punctuation	Almost always punctuate sentences accurately using a capital letter and a full stop, question mark or exclamation mark			
	Almost always use a capital letter for all proper nouns (for example: names of people, places, the days of the week, and the personal pronoun 'I')			
	Identify sentences with different forms: statement, question, exclamation, command			
	Use expanded noun phrases to describe and specify (for example, the blue butterfly)			
Handwriting	Form lower-case letters of the correct size relative to one another			
	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters			

14 points (Spring)

Spelling	Spell words with contracted forms			
	Add the suffixes -ful, -ly -er to spell longer words			
Composition	Write down ideas and/or key words, including new vocabulary			
	Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form			
Grammar/ Punctuation	Use commas for lists			
	Write sentences with different forms: statement, question, exclamation, command			
	Start to understand and use the co-ordination conjunctions and, or, but			
Handwriting	Use spacing between words that reflects the size of the letters			

15 points (Summer)

Spelling	Use the possessive apostrophe (singular) (for example, the girl's book)			
	Add the suffixes -ment, -ness, -less to spell longer words			
	Learn to spell common homophones and near homophones			
Composition	Summarise what they want to say, sentence by sentence Proof-read to check for errors in spelling, grammar and punctuation			
	Read aloud what they have written with appropriate intonation to make the meaning clear			
	Develop positive attitudes and stamina for writing throughout the year by writing about real events, writing poetry, writing for different purposes and writing narratives about personal experiences and those of others			
Grammar/ Punctuation	Start to use the present and past tenses correctly and consistently including the progressive form			
	Start to understand and use the subordination conjunctions when, if, that, because			
Handwriting	Understand which letters, when adjacent to one another, are best left unjoined			

Year 2 Spelling

(to be learnt and applied in writing by the end of the year in order to be awarded 15 points)

Segment spoken words into phonemes and representing these by graphemes, spelling many correctly			
Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones			
Learn to spell common exception words			
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and e.g. badge, huge, giant, magic, jacket, adjust			
The /s/ sound spelt c before e, i and y e.g. race, fancy, ice			
The /n/ sound spelt kn and (less often) gn at the beginning of words e.g. knock, gnat			
The /r/ sound spelt wr at the beginning of words e.g. write, wrap			
The /l/ or /əl/ sound spelt -le, el and al at the end of words e.g. table, camel, metal			
Words ending in -il e.g. nostril, fossil			
The /aɪ/ sound spelt -y at the end of words eg. cry, dry, reply			
Add -es to nouns and verbs ending in -y e.g. flies, tries			
Add -ed -ing -er -est and -y to root words following the correct rules			
The /ɪ/ sound spelt a before l and ll e.g. ball, call, walk, talk			
The /ʌ/ sound spelt o e.g. other, mother, Monday			
The /i:/ sound spelt -ey e.g. donkey, chimney, valley			
The /ɒ/ sound spelt a after w and q e.g. want, watch, squash			
The /ɜ:/ sound spelt or after w e.g. word, worth, worm			
The /ɔ:/ sound spelt ar after w e.g. war, warm, towards			
The /z/ sound spelt s e.g. television, treasure, usual			

Words ending in -tion e.g. station, section, fiction			
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Working at greater depth - Interim Framework

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing			
Make simple additions, revisions and proof-reading corrections to their own writing			
Use the punctuation taught at KS1 mostly correctly			
Spell most common exception words			
Add suffixes to spell most words correctly in their writing (-ment -ness -ful -less -ly)			
Use the diagonal and horizontal strokes needed to join some letters			



St Peter's School Writing Assessment



Year 3

16 points (Autumn)

Spelling	Accurately spell and apply the correct homophones from year 2 e.g. their/there/they're			
	Check spellings in a dictionary using the first one or two letters of a word			
	Consistently add the -ed and -ing suffixes correctly in words			
	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far			
Composition	Record ideas for writing in a simple plan			
	Use noun phrases to describe and expand within a narrative (e.g. the teacher expanded to: the strict maths teacher with curly hair)			
Grammar/ Punctuation	use the determiners a and an correctly			
Handwriting	Use the cursive handwriting joins correctly			

17 points (Spring)

Spelling	Consistently add the -ly suffix correctly in words			
Composition	Use model texts to plan their writing by learning from its structure, vocabulary and grammar			
	Organise paragraphs around a theme (both fiction and non-fiction)			
	In non-narrative writing, using simple organisational devices (for example, headings and sub-headings)			
Grammar/ Punctuation	Use prepositions to express time and cause [for example, before, after, during, in, because of]			
	Effectively use a range of well-chosen adverbs (for example, then, next, soon, therefore]			
Handwriting	Handwriting spaced sufficiently so that the ascenders and descenders of letters do not touch			

18 points (Summer)

Spelling	Spell and choose the correct spelling of monosyllabic homophones from the year 3/4 appendix one			
	Spell approximately 50 words from the Yr3/4 spelling list			
	Understand and use the prefixes dis- mis- in- ir- im- il-			
Composition	Include details about characters and settings within a narrative			
	Choose and use more powerful synonyms for said			
	Draft and write in narratives, creating settings and characters			
Grammar/ Punctuation	Use and punctuate direct speech with inverted commas			
	Use the possessive apostrophe accurately in words which are regular			
	Begin to use a wide range of conjunctions to extend sentence structures (eg when, before, after, while, so, because]			

Year 3 Spelling

(to be learnt and applied in writing by the end of the year in order to be awarded 18 points)

The /ʌ/ sound spelt ou e.g. young, touch			
The / / ɪ sound spelt y elsewhere than at the end of words e.g. myth, mystery			
Words with the /eɪ/ sound spelt ei, eigh, or ey e.g. vein, obey			
Words with the /s/ sound spelt sc (Latin in origin) e.g. science, fascinate			



St Peter's School Writing Assessment



Year 4

19 points (Autumn)

Spelling	Check spellings in a dictionary using the first two or three letters of a word			
Composition	Use paragraphs accurately in both fiction and non-fiction			
	Assess the effectiveness of their own and others' writing and suggesting improvements			
	Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear			
Grammar/ Punctuation	Create their own plot and character, based on a setting			
	Use co-ordinating conjunctions to extend sentence structures- eg- and but so, for ,yet.			
	Use a wide range of subordinating conjunctions to extend sentence structures (for example: although, however, after, before, with)			
	Use fronted adverbials and punctuate them correctly			
	To use the possessive apostrophe accurately in words which are regular-singular			

20 points (Spring)

Spelling	Spell and choose the correct spelling of all homophones from the year 3/4 appendix one.			
Composition	Create their own setting for a narrative based on a model			
	Use vocabulary and features of text types from model texts to plan their writing e.g. rhetorical questions, subheadings etc.			
	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences			
Grammar/ Punctuation	Punctuate direct speech accurately, using inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas)			
	Use an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition			
	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]			
Handwriting	Increase the legibility, consistency and quality of their handwriting			

21 points (Summer)

Spelling	Spell all 50 words from the Yr3/4 spelling list			
	Spell and use the prefixes: super- anti- auto- re- sub- inter-			
Composition	Draft and write in narratives, creating suitable settings, characters and plot			
Grammar/ Punctuation	To use the possessive apostrophe in words which are regular and irregular plurals - eg children's, girls' bathroom			
	Start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt (for example, in writing dialogue for characters)			
	Use conjunctions to both start sentences and to separate clauses within a complex sentence, punctuating correctly with commas			
	Use the present perfect form of verbs in contrast to the past tense [for example, He has gone out to play contrasted with He went out to play]			

Year 4 Spelling rules

(to be learnt and applied in writing by the end of the year)

Spell words ending in -sure and -ture e.g. nature, treasure			
Spell words ending in -sion e.g. invasion, decision			
Spell words ending in -tion, -sion, -ssion, -cian e.g. invention, expression, expansion, musician			
Words with the /k/ sound spelt ch e.g. scheme, chorus			
Words with the /j/ sound spelt ch (mostly French in origin) e.g. chef, machine			
Words ending with the /g/ sound spelt - gue and the /k/ sound spelt -que (French in origin) e.g. league, antique			



Year 5

22 points (Autumn)

Spelling	Use a dictionary to check the spelling and meaning of words using the first three or four letters			
Composition	Use examples of a model text to produce a similar text			
	Use outcomes of research in writing			
	Use a range of given organisational and layout features correctly in all non-fiction writing [for example, headings, sub-headings, columns, bullets, or tables, to structure text]			
	Use words such as 'firstly', 'secondly' to show cohesion between ideas and paragraphs			
	Include description and action across a piece of narrative writing			
Grammar/ Punctuation	Use effective expanded noun phrases- including using prepositional phrases- eg, <u>The splendid cat with a fabulous sleek coat.</u>			
	Create sentences that use the relative pronouns who, which and that- G/P			
	Punctuate bullet points consistently			
	Use modal verbs (for example, might, should, will, must) or adverbs (for example, perhaps, surely) to indicate possibility			

23 points (Spring)

Spelling	Distinguish between homophones and use them accurately in writing			
	Use a thesaurus to find synonyms			
Composition	Content of writing shows understanding of purpose and audience			
	Accurately punctuate dialogue and start to use the dialogue to advance action			
	Use -ing and -ed sentence openers			
Grammar/ Punctuation	Correctly use the vocabulary and structures required for formal writing			
	Use brackets and dashes to indicate parenthesis mostly accurately			
	Create sentences that use the relative pronouns where, when and whose			
	Use <u>subordinating conjunctions</u> to create complex sentences including while, after, before, because and if			
Handwriting	Write fluently in joined script			

24 points (Summer)

Spelling	Spell approximately 50 words from the Yr5/6 spelling list			
Composition	Assess the effectiveness of their own writing and propose changes (this includes proof reading writing)			
	Assess the effectiveness of others' writing and propose changes. (this includes proof reading writing)			
	Mostly use the correct tense throughout a piece of writing			
	Created sentences with relative clauses where the relative pronoun is omitted			
	Use words to build cohesion within a paragraph (e.g. then, after, that, this, firstly)			
Grammar/ Punctuation	Start to experiment with the use of semi-colons to mark boundaries in clauses			
	Use commas correctly in the complex sentences used- subordinate clauses at start, relative clauses (who, which, where, when, whose, that) etc			
	Use apostrophes for plural possession and singular possession accurately.			
Handwriting	Write fluently and choose when joining or printing is most appropriate- eg newspaper headlines, poems etc.			

Recapping year 4 spelling rules- autumn term

Spell words ending in -sure and -ture e.g. nature, treasure			
Spell words ending in -sion e.g. invasion, decision			
Spell words ending in -tion, -ssion, -cian e.g. invention, expression, musician			
Words with the /k/ sound spelt ch e.g. scheme, chorus			
Words with the /j/ sound spelt ch (mostly French in origin) e.g. chef, machine			
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, antique			

Year 5 Spelling rules

(to be learnt and applied in writing by the end of the year)

Spell words ending in -cious or -tious			
Spell words with silent letters			
Correctly choose the correct spelling of -se for verbs and -ce for nouns e.g. practise/practice			
Spell words containing the -ough letter string			
Correctly choose the correct spelling of -cial and -tial			
Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)			
Verb prefixes (e.g. dis- de- mis- over- and re-			
Homophones and other words easily confused. Ce for noun, se for verb. Advice/advise etc See framework for further examples			





St Peter's School Writing Assessment

Year 6

Working towards the expected standard - Interim Framework

Spelling	Spells most words correctly from the year 3 and 4 list						
	Spells some words correctly from the year 5 and 6 list						
Composition	Write for a range of purposes						
	Uses paragraphs to organise ideas						
	Describes settings and characters in narratives						
	In non-narrative writing, use simple devices to structure writing (sub-headings, bullet points,)						
Grammar/ Punctuation	Uses the following punctuation mostly correctly :	Capital Letters					
		Full Stops					
		Question marks					
		Commas for lists					
		Apostrophes for contraction					

St Peter's School Writing Assessment

Year 6

25 points

Spelling	Use a dictionary to check the spelling of uncommon or more ambitious vocabulary									
Composition /Grammar	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader									
	Consider the order of paragraphs so links are created (e.g. through the use of adverbials - later, nearby)									
	Use layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text)									
	In narratives, describe settings, characters and atmosphere									
	To understand when informal and formal language should be used and apply this to their writing									
Punctuation	Uses the following punctuation mostly correctly:	Commas for clarity (including after fronted adverbials)								
		Punctuation for parenthesis. () - - , ,								
		Dashes for an afterthought								
Handwriting	Maintain legibility in joined handwriting when writing at speed									

26 points

Composition/ Grammar	Begin to innovate text types, altering characters, settings, events and other key elements								
	In narratives, effectively use a balance of action and description within a paragraph and across a narrative.								
	Integrate dialogue to advance the action and convey the character								
	Uses verb tenses consistently and correctly through writing								
	Uses a range of cohesive devices across sentences and paragraphs.(e.g. conjunctions, adverbials of time and place, pronouns, synonyms, ...)								
	Understand where formal and informal speech is appropriate and apply to their writing (e.g. informal - question tags, formal - subjunctive form)								
Punctuation	Uses the following punctuation mostly correctly:	Inverted commas							
		Use semi-colons for clauses							
		Use semi-colons within lists							

		Accurately apply possessive apostrophes depending on the context, e.g. plural, singular, irregular. At least one example of each.							
Handwriting		Maintain legibility in joined handwriting when writing at speed							

27 points

Spelling		Spells most words correctly from the year 5 and 6 list							
Composition /Grammar		Use a balance of action, description and dialogue within a paragraph and across a narrative							
		Innovate a text by changing more than one part, drawing upon previously taught ideas or their own reading							
		Consistently use the correct subject verb agreement when using singular and plural							
		Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately							
		Understand and use passive sentences where appropriate							
	Use the perfect form of verbs to mark relationships of time and cause								
Punctuation	Uses the following punctuation mostly correctly:	Use colons for clauses to show where two parts of a sentence are closely linked (2 nd part explains the 1 st)							
		Use colons to introduce a list							
		Hyphens to avoid ambiguity							

Working at greater depth - Interim Framework

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)						
Distinguish between the language of speech and writing and choose the appropriate register						

Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.						
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.						

Year 5 spelling rules to recap- autumn term

Spell words ending in -cious or -tious				
Spell words with silent letters				
Spell words containing the -ough letter string				
Correctly choose the correct spelling of -cial and -tial				
Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)				
Verb prefixes (e.g. dis- de- mis- over- and re-				
Homophones and other words easily confused. Ce for noun, se for verb. Advice/advise etc See framework for further examples				

Year 6 Spelling rules

(to be learnt and applied in writing by the end of the year)

Correctly spell words ending in -ant -ance -ancy / -ent -ence -ency					
Correctly spell words ending in -able -ible /-ably -ibly					
Adding suffixes to words ending in -fer					
Use the I before e except after c rule					
Use of the hyphen. Co-ordinate, re-enter, co-operate, co-own					

You will also need to revisit and recap the 3 and 4 rules in the Summer term.

Year 3

The /ʌ/ sound spelt ou e.g. young, touch
The / / ɪ sound spelt y elsewhere than at the end of words e.g. myth, mystery
Words with the /eɪ/ sound spelt ei, eigh, or ey e.g. vein, obey
Words with the /s/ sound spelt sc (Latin in origin) e.g. science, fascinate

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Year 4

Spell words ending in -sure and -ture e.g. nature, treasure
Spell words ending in -sion e.g. invasion, decision
Spell words ending in -tion, -ssion, -cian e.g. invention, expression, musician
Words with the /k/ sound spelt ch e.g. scheme, chorus
Words with the /j/ sound spelt ch (mostly French in origin) e.g. chef, machine
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, antique