

STAR Writing Assessment Indicators

Year 1		Emerging	Developing	Securing
Composition	Plan	May discuss what their writing is (going to be) about when prompted by an adult.	With support can say out loud what they are going to write about.	Can say out loud what they are going to write about.
			With prompting, orally rehearses sentences before writing.	Orally rehearses sentences before writing.
	Draft	Writes some recognisable words and phrases about their own experiences.	Writes meaningful words, phrases and statements about their own experiences.	Begins to sequence sentences to form short narratives for some different purposes, even though the form may not always be maintained.
		Writing may require some mediation.	Begins to sequence sentences into narratives, although occasionally mediation may be required in some writing.	Writing can be read without requiring mediation by the child.
			Uses some words, phrases and single-clause sentences.	Uses mainly single and co-ordinating multi-clause sentences. May use adjectives to describe the size or colour of an object.
	Evaluate	Can identify if writing makes sense when it is reread by an adult, and with support and suggestions may make improvements.	Reads their writing back to an adult, with support and when prompted.	Reads back their writing clearly to an adult or their peers.
		Can identify if writing makes sense, although they may rely upon an adult to suggest improvements.	Can identify if writing makes sense and starts to suggest improvements with prompting.	
Grammar		Uses regular plural noun suffixes –s, e.g. dog, dogs.	Uses regular plural noun suffixes –s or –es, in some writing, e.g. dog, dogs wish, wishes.	Adds suffixes to verbs where no change is needed to the root word (e.g. helping, helped, helper).
				Uses regular plural nouns suffixes –s or –es, throughout writing, e.g. dog, dogs wish, wishes.
		Words and phrases sometimes are grammatically accurate.	Writes grammatically accurate phrases and single-clause sentences.	May use simple adjectives for some description in writing and to build simple noun phrases, e.g. size or colour.
			Sometimes joins words and phrases with coordinating conjunctions, e.g. and.	Joins words and clauses using and. May begin to use some other coordinating and subordinating conjunctions, e.g. but and because.
			Leaves spaces between words.	Sometimes marks the beginning or ending of writing using story language, e.g. Once upon a time or happily ever after.
		Uses and recognises some of the correct grammatical terminology, e.g. capital letter, full stop, sentence.	Uses some of the correct grammatical terminology for Year 1 (from Appendix 2) e.g. when discussing writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	Uses the correct grammatical terminology for Year 1 (from Appendix 2) e.g. when discussing writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
Punctuation		Begins to demonstrate an understanding of how full stops are used, e.g. at the end of a line of writing. May also use question and exclamation marks.	Begins to punctuate sentences using a capital letter and a full stop and sometimes uses question marks or exclamation marks.	Punctuates many sentences using a capital letter and a full stop and sometimes uses question marks or exclamation marks.
			Begins to use capital letters.	Uses a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.
Transcription	Spelling	Segments simple CVC words and simple common exception words.	Spells simple CVC words containing some of the 40+ phonemes and some common exception words.	Spells words containing each of the 40+ phonemes and common exception words.
		Begins to use of the spelling rules for Year 1 (from Appendix 1) with support.	Uses the spelling rules for Year 1 and some of the spelling rules for Year 2, (from Appendix 1) accurately, including adding s and es to words (plural of nouns and the third person singular of verbs).	Uses the spelling rules for Year 1, (from Appendix 1) accurately, using suffixes where no change is needed to the root word (including adding the endings –ing, –ed and –er to verbs) and the prefix -un).
	H/writing	Knows and writes some lower-case letters.	Begins to hold a pencil correctly and forms some lower-case, capital letters and some single-digit numbers correctly.	Sits correctly at a table, holding a pencil comfortably and correctly and forms lower-case, capitals and digits 0-9 correctly.
		Begins to use anti-clockwise movements to form lower-case letters.	Writes letters using anti-clockwise movements.	Begins to form lower-case letters in the correct direction, starting and finishing in the right place. Understands which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways).
Deepening Understanding				

STAR Writing Assessment Indicators

- Demonstrates application of writing composition, appropriate grammatical devices and accurate spelling within a wide range of writing across different areas of the curriculum that start to include some detail to engage readers' interest.
- Shows enjoyment in the writing process and frequently chooses to write.
- Reads back own writing and makes changes to grammar, punctuation and spelling that start to improve the overall composition.
- Applies grammatical, punctuation and spelling knowledge across some different types of writing, choosing some different tools to vary writing.
- Begins to identify new spelling and grammatical rules and starts to apply these to words and sentences, and can sometimes identify when these rules are broken.
- Makes some adventurous word choices that make writing interesting for a reader.

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Year 2		Emerging	Developing	Securing
Composition	Plan	Can say out loud what they are going to write about.	Says out loud what they are going to write about and may plan ideas on paper.	Says out loud what they are going to write about and plans ideas on paper.
		May write down some ideas, with support, e.g. from an adult or planning frame.	May write down ideas and key words with support, e.g. using a planning frame.	Writes down ideas and key words, including new vocabulary and may use a planning frame.
	Draft	*Writes sentences that are sequenced to form a short narrative (real or fictional).	**Writes about real events, recording these simply and clearly.	***Writes simple, coherent narratives about personal experiences and those of others (real or fictional).
		Writes simple non-fiction texts after discussion with the teacher, e.g. reports.	Writes a growing range of non-fiction, e.g. reports and simple explanations.	***Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
		May write poetry with support.	Attempts to write some different forms of poetry with modelling or support.	Maintains form when writing poetry.
		Uses mainly single and co-ordinating multi-clause sentences.	Uses single, co-ordinating and subordinating multi-clause sentences.	Uses a wide range of single, co-ordinating and subordinating multi-clause sentences.
		Starts to use some varied vocabulary (e.g. adjectives for colour or size), although may rely upon word banks or prompts.	Starts to use some adventurous and varied vocabulary (e.g. adjectives and adverbs), although may rely upon word banks or prompts.	Uses adventurous and varied vocabulary, e.g. exciting adjectives for colour, size or simple adverbs for manner like quickly and quietly.
	Evaluate	Can talk about the words, grammar and punctuation they have used in writing.	Begins to consider word choice, grammar and punctuation in writing and makes simple revisions and corrections, with some prompting.	Evaluates the effective use of word choice, grammar and punctuation and makes some revisions and corrections.
		Can identify if writing makes sense when it is reread and can suggest improvements when prompted, e.g. word choice, grammar, punctuation and spelling.	Re-reads own writing clearly to adults and peers to check that it makes sense, suggesting improvements to word choice, grammar, punctuation and spelling.	***Makes simple additions, revisions and proof-reading corrections to their own writing.
		Begins to edit verbs to indicate time correctly, including progressive tense, e.g. <i>I was walking</i> .	Edits verbs to indicate time mostly correctly, including progressive tense, e.g. <i>I was walking</i> .	Edit verbs for tense to indicate time, including the progressive tense, e.g. <i>I was walking</i> .
	Grammar	Uses -ly to turn adjectives into simple adverbs, e.g. <i>quick</i> becomes <i>quickly</i> .	Uses the suffixes -er, -est in adjectives, e.g. <i>fast, faster, fastest</i> .	Forms nouns using suffixes (from Appendix 1).
			Uses the suffixes -ful and -less to create adjectives from nouns, e.g. <i>beautiful</i> , and <i>helpless</i> .	
Uses appropriate adjectives for description, e.g. size, colour or shape.		Uses some expanded noun phrases to describe and specify, e.g. expanding a noun with two adjectives, e.g. <i>the large, furry bear</i> .	Uses varied, adventurous adjectives, adverbs and expanded noun phrases to describe, e.g. <i>the dark, dreadful night</i> .	
Uses co-ordination to join clauses, e.g. <i>and, but, or</i> and may begin to use some subordinating conjunctions, e.g. <i>because</i> .		Uses co-ordination <i>and, but, or</i> and may begin to use some subordination, e.g. <i>because</i> and <i>when</i> to join clauses.	**Uses co-ordination (e.g. <i>or / and / but</i>) and some subordination (e.g. <i>when / if / that / because</i>) to join clauses	
		**Uses present and past tense mostly correctly and consistently.	Writes using the correct form of past and present tense, including progressive in some writing, when appropriate.	
Writes mainly using simple statements with some questions or commands.		Writes using statements, questions and commands and may include some exclamations.	Uses sentences with different forms in their writing (statements, questions, exclamations and commands).	
Marks the beginning or ending of writing, e.g. <i>Once upon a time</i> or <i>happily ever after</i> .		Marks clearly the beginning and ending of writing in different ways.	Writing usually has a clear beginning, middle and end section.	
Uses grammatical terminology for Year 1 (from Appendix 2) e.g. when discussing and rereading writing, including: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i> .		Uses grammatical terminology for Year 1 as well as some from Year 2, e.g. when rereading and discussing writing.	Uses grammatical terminology for Years 1 and 2 (from Appendix 2) e.g. when rereading and discussing writing, including: <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</i> .	
Punctuation	*Demarcate some sentences with capital letters and full stops.	**Demarcates most sentences in their writing with capital letters and full stops, and uses question marks correctly when required.	***Uses the punctuation taught at key stage 1 mostly correctly from Appendix 2. Uses capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries.	
	May use commas to separate items in a simple list.	Uses commas to separate items in lists, e.g. in a shopping list: <i>bread, milk, butter</i> .	Uses commas to separate items in lists, e.g. in a noun phrase <i>the dark, grey sky</i> .	
	May use capital letters for some proper nouns.	Uses capital letters for some proper nouns and for the personal pronoun 'I' and uses capital letters for some names of people, places and days of the week	Uses capital letters for almost all proper nouns.	
	Uses capital letters for own name and some other proper nouns, e.g. days of the week.	Spells some words with contracted forms using apostrophes. Starts to use apostrophes for singular possession.	Spells most words with contracted forms and uses apostrophes for some singular possession in nouns.	

Transcription	Spelling	*Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.	**Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.	Segments spoken words into phonemes and represents these by graphemes, spelling most correctly.
		*Spells some common exception words.	**Spells many common exception words, e.g. from Appendix 1.	***Spells most common exception words, e.g. from Appendix 1.
		Checks spelling with support from an adult or peer.	Starts to use a dictionary to check the spelling of words, with support.	Uses a dictionary to check the spelling of words, using the first letter of a word.
		Adds suffixes to spell some plurals by adding -s and -es, e.g. <i>whales</i> and <i>foxes</i> .and -ing, -ed and -er where there is no change to the root word, e.g. <i>help</i> , <i>helper</i> , <i>help</i> .	Adds suffixes to spell some words correctly in their writing e.g. -ful, -less, -ly, -ing, -ed, -er, and -est and may use -ment, -ness where there may be a change to the root word, e.g. doubling of the final consonant or changing the y to an i.	***Adds suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.
	Uses many of the spelling rules for Year 1 (from Appendix 1 of the National Curriculum).	Uses the spelling rules for Year 1 and some of the spelling rules for Year 2, (from Appendix 1), including mostly accurate use of the prefix -un.	Uses most of the spelling rules for Years 1 and 2, (from Appendix 1 of the National Curriculum).	
	H/writing	Forms many lower-case letters in the correct direction, starting and finishing in the right place.	*Forms lower-case letters in the correct direction, starting and finishing in the right place.	*** Use the diagonal and horizontal strokes needed to join some letters.
		*Forms lower-case letters of the correct size relative to one another in some of the writing.	**Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
		Forms some capital letters and the digits 0 to 9 accurately.	**Uses spacing between words that reflects the size of the letters.	Spaces words to reflect the size of the letters.
*Uses spacing between words.		Usually holds a pencil comfortably and correctly.	Holds a pencil comfortably and correctly.	
Starts to hold a pencil comfortably and correctly.				
Deepening Understanding				
<ul style="list-style-type: none"> • Demonstrates application of writing composition, appropriate grammatical devices and accurate spelling within an increasing range of writing across different areas of the curriculum that include some detail to engage readers' interest. • Writes willingly and enjoys writing. • Evaluates own writing, including composition, grammar, punctuation and spelling, and makes some changes that start to improve the effect upon the reader. • Applies grammatical, punctuation and spelling knowledge across different types of writing, choosing some different tools to create interesting effects. • Begins to identify new spelling and grammatical rules and starts to apply these to words and sentences and begins to notice when these rules are broken. • Begins to develop a writer's voice and uses an increasing range of vocabulary starting to select some words for effect. 				

Asterisk* refers to the *Teacher Assessment Framework* standards: Working towards * Working at ** Greater depth***

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Year 3		Emerging	Developing	Securing
Composition	Plan	Plans longer pieces of writing by discussing and recording ideas, with some support, e.g. with planning frame.	Plans extended writing, with some support (e.g. with a planning frame), by discussing and recording ideas.	Plans extended writing by discussing and recording ideas with increasing independence, beginning to use models of similar writing.
		Writes down ideas and key words, including new vocabulary and uses a planning frame.	Writes down ideas and key words, including new vocabulary and uses a planning frame.	Plans ideas and vocabulary with increasing independence, using planning frames.
	Draft	Maintains form when producing a variety of longer and shorter pieces, narrative, non-fiction and poetry, starting to use some features of selected forms.	Writes an increasing range of longer and shorter pieces, narrative, non-fiction and poetry, using some features of selected forms.	Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry using many features of selected forms.
		Begins to create settings and characters in narrative, with support.	Creates settings and characters in narrative, with support.	Creates settings and characters in narrative.
		Uses an increasing range single clause, co-ordinating and subordinating multi-clause sentences.	Uses a wide range of single clause, co-ordinating and subordinating multi-clause sentences.	Uses a range of single clause, co-ordinating and subordinating multi-clause sentences, with some variety of conjunctions.
		Uses some adventurous and varied descriptive vocabulary, e.g. exciting adjectives for colour, size, shape and texture or more adventurous adverbs for manner e.g. <i>instantly</i> and <i>silently</i> .	Uses some adventurous and varied descriptive vocabulary, e.g. exciting adjectives or more adventurous adverbs or adverbials for manner, e.g. <i>without warning</i> .	Begins to use some ambitious vocabulary, e.g. interesting verbs (<i>tip-toed</i> instead of <i>walked</i>) or interesting adverbials, for example <i>as quick as a flash</i> .
	Evaluate	Proof-reads own writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making/suggesting some improvements.	Proof-reads own and others' writing and assesses its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making/suggesting some improvements.	Proof-reads own and others' writing and assesses its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making/suggesting improvements.
		Reads aloud own writing, to a group or the whole class and starts to use some intonation when prompted.	Reads aloud own writing, to a group or the whole class and starts to use some intonation to help make the meaning clear.	Reads aloud their own writing, to a group or the whole class and starts to use appropriate intonation so that the meaning is clear.
		Edits for correct and consistent verbs to indicate time, including the progressive tense, e.g. <i>I was walking</i> .	Edits for correct and consistent tense, including some use of the present perfect, e.g. <i>I have had the best day ever!</i>	Edits for correct and consistent tense, including some editing for the present perfect, e.g. <i>I have had the best day ever!</i>
Grammar	Forms nouns using an increasing range of prefixes, e.g. super-, anti-, auto- (from Appendix 1).	Uses the correct article <i>a</i> or <i>an</i> , depending on whether the next word begins with a consonant or vowel.	Uses and recognises words that come from the same word families in writing, e.g. <i>solve, solution, solver, dissolve, insoluble</i> .	
	Uses a range of adventurous adjectives and adverbs as well as some appropriate expanded noun phrases for description, e.g. <i>the lonely, upset boy</i> .	Uses an increasing range of ambitious, appropriate adjectives, adverbs and expanded noun phrases to describe and specify.	Uses a wide range of ambitious, appropriate adjectives, adverbs and expanded noun phrases to describe and specify. May use verbs as adjectives to specify, e.g. <i>the sobbing child</i> .	
	Uses present and past tense, including the progressive form to describe actions and events throughout writing, appropriate to the style of writing. Uses conjunctions to co-ordinate and subordinate, e.g. <i>and, but, or, when, if, that, because</i> .	Writes consistently using the correct form of past and present tense, including some appropriate use of the progressive tense, e.g. <i>We were minding our own business when we saw the monster</i> .	Uses present perfect form of verbs, with support, in contrast to the past tense, e.g. <i>I have had the best day ever!</i>	
	Uses some adverbs to sequence time or describe manner of a verb, e.g. <i>quickly, suddenly, quietly</i> .	Uses a greater range of conjunctions to co-ordinate and subordinate and adverbs to express time, e.g. <i>when, before, after, while, so, because, then, next, soon, therefore</i> .	With some support (e.g. the use of word banks), expresses time, place and cause using conjunctions, e.g. <i>when, before, after, while, so, because, adverbs</i> , e.g. <i>then, next, soon, therefore</i> , or prepositions e.g., <i>before, after, during, in</i> .	
		Begins to use adverbs to sequence time, identify place or describe manner of a verb, e.g. <i>once, quietly, outside</i> .	Uses adverbs and may use adverbial phrases to sequence time, identify place or describe manner, e.g. <i>once, quietly, outside</i>	
	Writing has a clear beginning, middle and end section.	Sentences about similar topics are generally grouped together in fiction and non-fiction e.g. sectioning the beginning, middle and end of stories.	Usually uses simple paragraphs or 'sections' as a way to group related material.	
	Uses grammatical terminology for Years 1 and 2 (from Appendix 2) e.g. when discussing and rereading writing, including: <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</i> .	Uses grammatical terminology for Years 1 and 2 as well as some from Year 3 (from Appendix 2) e.g. when discussing and evaluating writing.	Uses grammatical terminology for Years 1, 2 and 3 (from Appendix 2) e.g. when discussing and evaluating writing, including: <i>preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas</i> (or <i>speech marks</i>).	

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Punctuation	Uses the full range of punctuation taught to the end of year 3 usually correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists.	Uses the full range of punctuation taught to the end of year 3 almost mostly correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists.	Uses the full range of punctuation taught to the end of year 3 almost always correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists.	
	Uses inverted commas to demarcate direct speech, with support, in some writing.	Uses inverted commas to demarcate direct speech in some writing.	Uses inverted commas to punctuate direct speech.	
	Uses apostrophes for contractions and singular possession in many nouns.	Uses apostrophes for contractions and singular possession in nouns mostly accurately.	Uses apostrophes for contractions and singular possession in nouns mostly accurately, including some irregular words.	
Transcription	Spelling	Applies phonological knowledge from Years 1 and 2 to spell many regular words accurately.	Applies phonological knowledge from Years 1 and 2 to spell many regular words.	Applies phonological knowledge to spell most regular words accurately.
		Spells common exception words accurately, including common homophones and near-homophones from Years 1 and 2.	Spells words using the spelling rules for Years 1, 2 and starts to use some of the rules from Years 3 and 4 (from Appendix 1).	Spells words using the spelling rules for Years 1, 2 and some of the rules from Years 3 and 4 (from Appendix 1).
		Spells using the spelling rules from Years 1 and 2 (from Appendix 1).	Starts to spell some words from the Year 3 and 4 word list (from Appendix 1).	Spells some of the words from the Year 3 and 4 word list (from Appendix 1).
		Uses a dictionary to check the spelling of words, using the first letter of the word.	Uses a dictionary to check the spelling of words, using the first letter of a word.	Uses a dictionary to check the spelling of words, starting to use the first two letters of a word.
	H/writing	Forms most lower case letters accurately and orientates them appropriately, starting and finishing in the correct place. Orientates capital letters and digits 0 to 9 mostly accurately. Holds a pencil comfortably and correctly.	Writes using legible handwriting, forming almost all lower case letters, capital letters and digits accurately and consistently and of the correct size, orientation and relationship to one another.	Maintains consistency in spacing and size of words in throughout almost all writing.
		Maintains some consistency in the size and spacing of digits and letters throughout the writing.	Appropriately and consistently spaces words in relation to the size of the letters.	
		Uses the diagonal and horizontal strokes needed to join letters in most of their writing.	Starts to use diagonal and horizontal strokes to join letters.	Diagonal and horizontal strokes are used consistently to join letters where appropriate.
Deepening Understanding				
<ul style="list-style-type: none"> • Demonstrates application of writing composition, appropriate grammatical devices and accurate spelling within an increasingly wide range of writing across different areas of the curriculum that include some detail to engage readers' interest. • Writes willingly and enjoys writing. • Evaluates own writing, including composition, grammar, punctuation and spelling, and makes changes that improve the effect upon the reader. • Applies grammatical, punctuation and spelling knowledge across different types of writing, choosing some different tools for a chosen effect. • Begins independently to identify new spelling and grammatical rules, including when these rules are broken and starts to apply these to words and sentences. • Begins to develop a writer's voice and uses an increasing range of vocabulary, starting to select some words for effect. 				

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Year 4		Emerging	Developing	Securing
Composition	Plan	Plans extended writing by using new vocabulary drawn from reading and discussion when discussing or recording ideas.	Plans extended writing by using vocabulary and grammar that is beginning to be influenced by other writers when discussing or recording ideas.	Plans extended written pieces using vocabulary and grammar influenced by other writers when discussing and recording ideas.
		Uses planning frames, especially when planning unfamiliar forms of writing and begins to orally rehearse dialogue.	Uses planning frames and models and plans dialogue by orally rehearsing sentences.	Uses planning frames and models independently including dialogue.
	Draft	Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry using appropriate features of genre or text type.	Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, demonstrating some appropriate features of the genre or text type.	Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, demonstrating many appropriate features of the genre or text type.
		Creates settings, characters in narrative and may develop own plots.	Creates settings, characters and plots in narrative.	Creates varied settings, characters and plots in narrative.
		Uses a range of single clause, co-ordinating and subordinating multi-clause sentences, with some varied conjunctions.	Uses a range of sentence structures and conjunctions.	Uses a wide range of sentence structures and conjunctions.
		Uses some ambitious vocabulary, e.g. interesting verbs or adverbials.	Varies vocabulary, making ambitious choices of most word-classes.	Starts to make some deliberate as well as ambitious choices of vocabulary.
	Evaluate	Proof-reads own and others' writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making appropriate improvements.	Proof-reads own and others' writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making appropriate changes to improve consistency.	Proof-reads own and others' writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making appropriate changes to improve cohesion, including using pronouns to avoid repetition.
		Reads aloud their own writing, to a group or the whole class, using some varied intonation and starts to vary the volume.	Reads aloud their own writing, to a group or the whole class, using varied intonation and starts to vary the tone and volume so that the meaning is clear.	Reads 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.
		Edits for correct and consistent tense, and may edit the present perfect, e.g. <i>I have had the best day ever!</i>	Edits for correct and consistent tense, including some editing of the present perfect, e.g. <i>I have had the best day ever!</i>	Edits for correct and consistent tense, including editing of the present perfect, e.g. <i>I have had the best day ever!</i>
	Grammar	Starts to use the standard English forms for verb inflections, when prompted or modelled.	Starts to use the standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.	Uses the standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.
		Starts to create noun phrases using prepositional phrases with support, e.g. <i>with brown, curly hair</i> .	Creates noun phrases using prepositional phrases, e.g. <i>the stranger with brown, curly hair</i> .	Creates noun phrases in a variety of ways, e.g. using prepositional phrases or joining pairs of nouns with prepositions, e.g. <i>the doves of peace</i> .
		Uses the correct form of past and present tense and sometimes uses progressive or present perfect tense.	Uses the correct form of past and present tense, including progressive and some present perfect in most writing.	Writes using a variety of verb tenses appropriate to form, e.g. progressive, present perfect, simple past and present.
Expresses time, place and cause using conjunctions, e.g. <i>when, so, because</i> , adverbs, e.g. <i>then, next</i> , or prepositions, e.g. <i>before, after, in</i> .		Expresses time, place and cause using an increasing variety of conjunctions, e.g. <i>before, after, while</i> , adverbs, e.g. <i>soon, therefore</i> and prepositions, e.g. <i>during</i> .	Expresses time, place and cause by using a wide variety of conjunctions, adverbs and prepositions.	
Uses adverbials (phrases and clauses) to sequence time, identify place or describe manner, e.g. <i>later on, in the garden, without warning</i> .		Starts to create cohesion by using a wide range of adverbials (phrases and clauses) to sequence time, identify place or describe manner.	Creates cohesion by using a wide range of adverbials (phrases and clauses) to sequence time, identify place or describe manner.	
		Starts to use pronouns to avoid repetition of nouns.	Uses pronouns to avoid repetition of nouns.	
Usually organises paragraphs around a theme in both fiction and non-fiction written outcomes using planning frames.		Organises paragraphs around a theme in both fiction and non-fiction written outcomes.	Mostly groups sentences about similar topics together in simple paragraphs in fiction and non-fiction.	
		Starts to use simple organisational devices in non-narrative material, e.g. headings and subheadings.	Uses some organisational devices in non-narrative writing, e.g. headings, subheadings and diagrams with captions.	
Uses the correct grammatical terminology for Years 1, 2 and 3 (from Appendix 2) e.g. when discussing and evaluating writing, including: <i>preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)</i> .		Uses the correct grammatical terminology for Years 1, 2 and 3 as well as some from Year 4 (from Appendix 2) e.g. when discussing and evaluating writing.	Uses the correct grammatical terminology for Years 1, 2, 3 and 4 (from appendix 2) e.g. when discussing and evaluating writing, including: <i>determiner, pronoun, possessive pronoun, adverbial</i> .	

Punctuation	<p>Uses the full range of punctuation taught to the end of year 3 usually correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists; apostrophes for contractions and singular and plural possession in regular and irregular nouns.</p>	<p>Uses the full range of punctuation taught to the end of year 3 mostly correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists; apostrophes for contractions and singular and plural possession in regular and irregular nouns.</p>	<p>Uses the full range of punctuation taught to the end of year 3 almost always correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists; apostrophes for contractions and singular and plural possession in regular and irregular nouns.</p>	
	<p>May follow a fronted adverbial with a comma, with support.</p>	<p>Sometimes follows a fronted adverbial with a comma.</p>	<p>Almost always follows a fronted adverbial with a comma.</p>	
	<p>Uses inverted commas and places punctuation within them appropriately.</p>	<p>Uses inverted commas to punctuate direct speech and includes other punctuation, mostly accurately.</p>	<p>Uses inverted commas mostly accurately and places a comma after a reporting clause (where appropriate) to punctuate direct speech.</p>	
	<p>Uses the possessive apostrophe in words with regular plurals e.g., girls,' boys'.</p>	<p>Uses the possessive apostrophe in words with regular plurals e.g., girls,' boys' and starts to place the apostrophe correctly in nouns with irregular plurals, e.g. children's.</p>	<p>Uses the possessive apostrophe in singular and plural nouns, including nouns with irregular plurals, e.g. children's.</p>	
Transcription	Spelling	<p>Spells words using the spelling rules for Years 1, 2 and many of the rules from Years 3 and 4 (from Appendix 1).</p>	<p>Spells words using the spelling rules for Years 1, 2 and most of the rules from Years 3 and 4 (from Appendix 1).</p>	<p>Spells words using the spelling rules for Years 1, 2 and almost all of the rules from Years 3 and 4 (from Appendix 1).</p>
		<p>Spells many words from the Year 3 and 4 word list (from Appendix 1).</p>	<p>Spells most words from the Year 3 and 4 word list (from Appendix 1).</p>	<p>Spells almost all words from the Year 3 and 4 word list (from Appendix 1).</p>
		<p>Uses a dictionary to check the spelling of words, using the first two letters of a word.</p>	<p>Uses a dictionary to check the spelling of words, starting to use the first three letters of a word.</p>	<p>Uses a dictionary to check the spelling of words, using the first three letters of a word.</p>
		<p>Begins to identify root words to help understand a word's meaning.</p>	<p>Identifies root words to help understand a word's meaning and to support spelling.</p>	<p>Uses understanding of word families and root words to spell correctly words related in form and meaning.</p>
	H/writing	<p>Almost always appropriately and consistently spaces words in relation to the size of the letters.</p>	<p>Always appropriately and consistently spaces words in relation to the size of the letters.</p>	<p>Writes legibly, consistently and with increasing quality (e.g. ascenders and descenders do not cross).</p>
		<p>Uses diagonal and horizontal strokes consistently to join letters with an understanding that some adjacent letters may be best left un-joined.</p>	<p>Uses diagonal and horizontal strokes consistently to join letters with an understanding that some adjacent letters may be best left un-joined.</p>	<p>Uses diagonal and horizontal strokes consistently to join letters with an understanding that some adjacent letters may be best left un-joined.</p>
Deepening Understanding				
<ul style="list-style-type: none"> • Demonstrates application of writing composition, grammatical devices and accurate spelling within a wide range of sustained writing across all areas of the curriculum that include sufficient detail to engage readers' interest throughout. • Writes avidly, willingly and enjoys writing. • Evaluates and reflects upon own writing, including composition, grammar, punctuation and spelling, and makes changes that improve the effect upon the chosen audience. • Starts to make deliberate choices about text form with an increasing understanding of audience and purpose. • Applies grammatical, punctuation and spelling knowledge with increasing confidence across most writing, choosing appropriate tools to build and manipulate considered and controlled effects. • Identifies independently new spelling and grammatical rules and can apply these to new words and sentences, including identification of rule-breakers. • Demonstrates an increasing command of vocabulary and uses a controlled range of appropriate language that show a 'writer's voice'. 				

STAR Writing Assessment Indicators

Year 5		Emerging	Developing	Securing
Composition	Plan	Begins to draw ideas for characters or settings in narrative from what has been read, listened to or seen performed.	Sometimes draws ideas for characters or settings in narrative from what has been read, listened to or seen performed.	Draws ideas for characters or settings in narrative from what has been read, listened to or seen performed.
		With prompting, researches ideas when writing non-fiction.	May research ideas when writing non-fiction.	Researches ideas when writing non-fiction.
		Begins to develop an awareness of the audience and purpose of writing.	Has an awareness of the audience and purpose of writing.	May identify the audience and purpose for writing with support.
		Uses planning models independently and effectively.	Uses planning models independently and effectively.	Uses appropriate planning models independent effectively.
	Draft	Starts to use the drafting process to rehearse ideas, making increasingly apt choices of grammar and vocabulary.	Uses the drafting process to rehearse ideas, making increasingly apt choices of grammar and vocabulary.	Uses the drafting process to make choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus.
		Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, demonstrating many features of the genre or text type.	Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, using many appropriate features of the genre or text type.	Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, using most features of the genre or text type appropriately.
		Uses a wide range of sentence structures and subordinating and co-ordinating conjunctions.	Varies sentence structures and begins to make some deliberate decisions about sentence lengths, e.g. using varied subordinating and co-ordinating conjunctions.	Varies sentence structures and makes some deliberate decisions about sentence lengths, e.g. using varied subordinating and co-ordinating conjunctions.
		Uses some deliberate, varied and ambitious vocabulary.	Makes deliberate, varied and ambitious vocabulary choices.	Makes deliberate and appropriate vocabulary choices.
		Starts to use dialogue in writing with increasing independence.	Uses some dialogue with independence to give more information about characters.	Uses dialogue independently to begin to provide more information about characters.
		Evaluate	Proof-reads own and others' writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation errors, making appropriate changes to improve cohesion, e.g. using pronouns to avoid repetition.	Assesses effectiveness and edits writing, proposing changes to grammar and vocabulary, in own and others' writing to improve consistency and cohesion, including the accurate use of pronouns.
	Reads aloud their own writing, to a group or the whole class, using appropriate intonation, tone and volume.		Begins to edit for correct subject-verb agreement when using singular and plural.	Edits for correct subject-verb agreement when using singular and plural.
	Edits for correct and consistent verbs to indicate time, including accurate and appropriate editing of the present perfect, e.g. <i>I have had the best day ever!</i>		Edits for the correct, consistent and appropriate tense in writing, including the present, past, progressive and perfect tenses.	Edits for the correct, consistent and appropriate tense in writing, including the present, past, progressive and perfect tenses.
	Grammar	Consistently uses the standard English forms for verb inflections instead of local spoken forms, e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> .	Begins to convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify and uses within writing, e.g. <i>solidify</i> .	Converts nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify and uses within writing, e.g. <i>solidify</i> .
		Begins to use relative clauses using some relative pronouns to clarify and explain relationships between ideas, e.g. <i>the stranger, who had dark, curly hair, entered the room</i> .	Uses relative clauses using some relative pronouns (or an implied relative pronouns) to clarify and explain relationships between ideas, e.g. <i>Covent Garden, (which is) in London, is a popular tourist attraction</i> .	Uses relative clauses, using varied relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas, e.g. <i>I was born in the hospital where my father works</i> .
		Begins to modify and specify noun phrases, for example by using adverbs to clarify meaning, e.g. <i>the very tall teacher</i> .	Sometimes modifies and specifies noun phrases using adverbs, e.g. <i>the extremely tall teacher</i> .	Modifies and specifies noun phrases, for example by using adverbs to clarify meaning, e.g. <i>the extremely tall teacher</i> .
Writes consistently using a variety of verb tenses, e.g. progressive, present perfect, simple past and present.		Uses a variety of verb tenses appropriately and sometimes uses the present perfect form of verbs independently e.g. <i>Today has been the best day ever!</i>	Uses a variety of appropriate verb tenses and sometimes uses the perfect form of verbs, e.g. <i>He had already left the building when the woman arrived</i> .	
Uses modal verbs with support, e.g. <i>would, should, could</i> .		Uses modal verbs to indicate degrees of possibility, probability and certainty (including increasing accuracy of tense), e.g. <i>would, could, should, will, shall, can, might</i> .	Accurately uses modal verbs in the correct tense to indicate degrees of possibility, probability and certainty, e.g. <i>He would have left the building, if only he could have found the key to the mysterious door</i> .	
Groups sentences about similar topics together in simple paragraphs in fiction and non-fiction, linking narratives by choices of characters, settings and plotlines.		Organises writing within paragraphs around a theme in both fiction and non-fiction writing.	Organises paragraphs to develop and expand some ideas, descriptions, themes or events.	
Uses some organisational devices in non-narrative writing, e.g. headings, subheadings and diagrams with captions.		Uses simple organisational devices in non-narrative writing, e.g. headings, subheadings and diagrams with captions or flow-charts.	Uses a range of organisational devices consistently in non-narrative writing, e.g. headings, subheadings and diagrams with captions and may use columns, bullet points and tables.	

STAR Writing Assessment Indicators

		Creates cohesion by using pronouns to avoid repetition and using a wide range of adverbials of time, place or manner e.g. at the beginning of a paragraph.	Uses cohesive devices to link ideas across paragraphs, such as pronouns, tense and adverbials, e.g. <i>As the sun began to set.</i>	Uses some cohesive devices to link ideas within and across paragraphs, including pronouns, repetition of a word or phrase, tense and adverbials.
		Uses the correct grammatical terminology for Years 1, 2, 3 and 4 (from Appendix 2) e.g. when evaluating and editing writing, including: <i>determiner, pronoun, possessive pronoun, adverbial.</i>	Uses the correct grammatical terminology for Years 1, 2, 3 and 4 as well as some from Year 5 (from Appendix 2) e.g. when evaluating and editing writing.	Uses the correct grammatical terminology for Years 1, 2, 3, 4 and 5 (from Appendix 2) e.g. when evaluating and editing writing, including: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</i>
Punctuation		Uses the full range of punctuation taught to the end of year 4 usually correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists and after fronted adverbials; apostrophes for contractions and singular and plural possession in regular and irregular nouns.	Uses the full range of punctuation taught to the end of year 4 mostly correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists and after fronted adverbials; apostrophes for contractions and singular and plural possession in regular and irregular nouns.	Uses the full range of punctuation taught to the end of year 4 almost always correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists and after fronted adverbials; apostrophes for contractions and singular and plural possession in regular and irregular nouns.
		Begins to use commas clarify meaning and avoid ambiguity, with some support.	Begins to use commas to clarify meaning and avoid ambiguity in most writing.	Uses commas to clarify meaning and avoid ambiguity within writing.
		May use commas to mark a relative clause that sits within or at the end of a sentence.	Begins to use brackets, dashes and comas for parenthesis.	Uses brackets, dashes and comas for parenthesis.
		Uses inverted commas mostly accurately and places a comma after a reporting clause to punctuate direct speech.	Uses punctuation for direct speech increasingly accurately, including commas after a reporting clause.	Uses the full range of punctuation for direct speech accurately and may also use inverted commas for quotations, where appropriate.
Transcription	Spelling	Uses the spelling rules for Year 1, 2, 3 and 4 (from Appendix 1).	Uses the spelling rules for Year 1, 2, 3 and 4 as well as some of the spelling rules for Year 5, (from Appendix 1).	Uses the spelling rules for Years 1, 2, 3, 4 and 5 (from Appendix 1) accurately.
		Spells words using the spelling rules for Years 1, 2 and 4 (from Appendix 1).	Spells words using the spelling rules for Years 1, 2, 3 and 4 and starts to use some of the rules from Years 5 and 6 (from Appendix 1).	Spells words using the spelling rules for Years 1, 2, 3 and 4 and some of the rules from Years 5 and 6 (from Appendix 1).
		Uses the first three letters of a word to check its spelling and meaning in a dictionary.	Uses the first three letters of a word to check its spelling and meaning in a dictionary.	Uses the first three (plus) letters of a word to check its spelling and meaning in a dictionary.
		Spells some words with 'silent' letters [for example, knight, psalm, solemn].	Spells words with 'silent' letters [for example, knight, psalm, solemn].	Distinguishes between homophones and other words that are often confused and spells words with silent letters.
	H/writing	Writes with mostly legible and consistent handwriting, including diagonal and horizontal strokes used to join letters, when appropriate.	Writes with increasingly legible and consistent handwriting, including diagonal and horizontal strokes used to join letters, when appropriate.	Maintains legible, fluent handwriting when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement.
Deepening Understanding				
<ul style="list-style-type: none"> • Demonstrates increasingly cohesive application of writing composition, grammatical devices and accurate spelling within a wide range of sustained writing across all areas of the curriculum that include sufficient detail to engage readers' interest throughout. • Writes avidly, willingly and enjoys writing and can demonstrate writing preferences. • Evaluates and reflects upon own writing, including composition, grammar, punctuation and spelling, and makes deliberate changes that improve the effect upon the chosen audience. • Makes deliberate choices about text forms with an understanding of the effect their choice will have, including organisation of materials or decisions about text-types or viewpoint. • Fluently applies grammatical, punctuation and spelling knowledge confidently and consistently across all writing, choosing appropriate tools to create effects that are considered and controlled. • Identifies independently spelling and grammatical rules and can apply these to new language structures and words, including identification of rule-breakers. • Has a clear writer's voice and demonstrates a strong command of vocabulary and uses a range of appropriate and controlled language, selected for specific effect. 				

STAR Writing Assessment Indicators

Year 6		Emerging	Developing	Securing
Composition	Plan	Begins to draw ideas for both characters and settings in narrative from what has been read, listened to or seen performed.	Draws ideas for both characters and settings in narrative from what has been read, listened to or seen performed.	Independently draws ideas for both characters and settings in narrative from what has been read, listened to or seen performed.
		Identifies audience and purpose for writing with support.	Understands the audience and purpose for writing.	Independently identifies audience and purpose for writing.
		Researches ideas with support, especially in non-fiction.	Researches ideas with support, especially in non-fiction.	Researches ideas, especially in non-fiction.
	Draft	Starts to use a wider range of planning models, selecting the most effective and appropriate.	Uses a wide range of planning models, appropriate to form, selecting the most effective.	Uses a wide range of planning models, appropriate to form, selecting the most effective.
		*Writes for a range of purposes, independently using the features of the genre or text type in longer and shorter pieces.	**Writes 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)	***Writes 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)
		Starts to add detail, qualification and precision by using adverbs, preposition phrases and expanded noun phrases.	Sometimes adds detail, qualification and precision by using adverbs, preposition phrases and expanded noun phrases.	Effectively adds detail, qualification and precision by using adverbs, preposition phrases and expanded noun phrases.
		Begins to précis longer passages with some support.	Précises longer passages with some support.	Précises longer passages appropriately.
		Uses co-ordinating and subordinating conjunctions to vary sentence structure and makes deliberate decisions about sentence lengths, as well as varying sentence types and structures.	Uses a wide range of clause structures, sometimes varying their position within the sentence and makes deliberate decisions about sentence lengths, types and structures, e.g. passive voice, relative and subordinate clauses.	Makes deliberate choices to use a wide range of clause structures and sentence lengths and varies their position within the sentence understanding the effect this has on the audience, e.g. placing the emotion before the action.
		Makes deliberate and appropriate vocabulary choices, beginning to use a thesaurus when prompted.	Makes deliberate and appropriate vocabulary choices (sometimes using a thesaurus).	Makes deliberate and informed vocabulary choices (using a thesaurus when appropriate).
	*Uses simple devices to structure the writing and support the reader in non-narrative (e.g. headings, sub-headings, bullet points) Begins to use dialogue independently.	*Describes settings and characters in narratives. Uses dialogue independently to begin to provide more information about characters.	**Describes settings, characters and atmosphere in narratives. **Integrate dialogue in narratives to convey character and advance the action	
	Evaluate	Assesses effectiveness, evaluates and edits writing, proposing changes to vocabulary, grammar and punctuation, to enhance effects and clarify meaning within own and others' writing.	Assesses effectiveness, evaluates and edits writing, proposing changes to vocabulary, grammar and punctuation, to enhance effects and clarify meaning within own and others' writing.	Assesses effectiveness, evaluates and edits writing, proposing changes to vocabulary, grammar and punctuation, to enhance effects and clarify meaning within own and others' writing.
		Edits for correct subject-verb agreement when using singular and plural.	Edits for correct subject-verb agreement when using singular and plural and chooses the appropriate register.	Edits for correct subject-verb agreement when using singular and plural and chooses and varies the register appropriately.
Ensures the consistent and correct use of tense throughout a piece of writing where the tense remains the same.		Ensures the correct and appropriate use of tense throughout a piece of writing, including where the tense may vary.	Edits for consistent, correct and appropriate use of tense throughout a piece of writing, especially when varying tense within a piece of writing, e.g. <i>flashbacks</i> .	
Grammar	Begins to understand synonyms and antonyms and starts to apply these to writing, e.g. to begin to make choices about formal vocabulary.	Understands synonyms and antonyms and applies these to writing, e.g. to make choices about formal vocabulary.	Understands and uses formal and informal vocabulary depending on context e.g. replacing <i>find out</i> with <i>discover</i> . Uses knowledge of synonyms to support vocabulary choices.	
	Uses the passive voice, with some support, to affect the presentation of information, e.g. to change perspective in journalistic writing, <i>the window was smashed</i> as opposed to <i>the man smashed the window</i> .	Begins to use the passive voice to affect the presentation of information, e.g. to change perspective in journalistic writing, <i>the window was smashed</i> as opposed to <i>the man smashed the window</i> .	Uses passive mostly appropriately, e.g. to change perspective in journalistic writing, <i>the window was smashed</i> as opposed to <i>the man smashed the window</i> or to create suspense in stories, e.g. <i>the handle was slowly turned</i> .	
	Uses different verb forms mostly accurately, including the perfect form to create multi-clause sentence structures, e.g. <i>She had left the cinema before the film finished</i> .	**Uses verb tenses consistently and correctly throughout their writing	Selects verb forms for meaning and effect, e.g. to clarify tense, or vary levels of formality.	
	Starts to use formal and informal structures, e.g. choice of precise verbs choice or contractions within speech.	** Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	*** Distinguishes between the language of speech and writing and chooses the appropriate register	

STAR Writing Assessment Indicators

	<p>*Uses paragraphs to organise ideas and to expand ideas, descriptions, themes or events.</p>		<p>Uses paragraphs to organise ideas and to expand ideas, descriptions, themes or events, varying the length of paragraphs.</p>	<p>Uses paragraphs to organise ideas and expand ideas, descriptions, themes or events, varying the length of paragraphs to suit purpose, e.g. to build tension.</p>
	<p>Uses some layout devices such as headings, sub-headings, columns, bullet points and tables.</p>		<p>Uses an increasing range of layout devices e.g. headings, sub-headings, columns, bullet points and tables.</p>	<p>Uses varied layout devices e.g. headings, sub-headings, columns, bullet points or tables.</p>
	<p>Uses some cohesive devices within and across sentences and paragraphs, e.g. repetition of a word or phrase and adverbials.</p>		<p>**Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p>	<p>Links ideas confidently and consistently across and within paragraphs, using a wide range of cohesive devices e.g. tense choice, verb forms and reference chains and adverbials.</p>
	<p>Uses the correct grammatical terminology for Years 1-5 (from Appendix 2) e.g. when evaluating and editing writing.</p>		<p>Uses the correct grammatical terminology for Years 1-5 as well as some from Year 6 (from Appendix 2) e.g. when evaluating and editing writing.</p>	<p>Uses the correct grammatical terminology for Years 1-6 (from Appendix 2) e.g. when evaluating and editing writing: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</i></p>
Punctuation	<p>*Uses capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.</p>		<p>**Uses the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) as identified in Appendix 2.</p>	<p>***Uses the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, uses such punctuation precisely to enhance meaning and avoid ambiguity.</p>
	<p>Begins to use a wider range of punctuation, including: brackets, dashes or commas (for parenthesis); commas (to clarify meaning or avoid ambiguity); hyphens (to avoid ambiguity); and bullet points.</p>		<p>Uses a wider range of punctuation, including inverted commas (and punctuation for direct speech), brackets, dashes or commas (for parenthesis); commas (to clarify meaning or avoid ambiguity); commas after fronted adverbials; possessive apostrophes for singular and plural nouns; and other punctuation to indicate direct speech.</p>	<p>Consistently, correctly and appropriately uses: brackets, dashes or commas (for parenthesis); commas (to clarify meaning or avoid ambiguity); colons and semi-colons (in lists); hyphens (to avoid ambiguity); and bullet points.</p>
	<p>Begins to use semi-colons (e.g. to join two independent clauses) and begins to use colons to introduce lists and semi-colons to separate items within them.</p>		<p>Makes some use of colons and semi-colons (in lists) semi-colons, colons and dashes (to mark clauses) and hyphens (to avoid ambiguity).</p>	<p>Uses colons and semi-colons to mark the boundary between independent clauses and may also use dashes in less formal writing e.g. <i>It's raining; I'm fed up</i> or <i>"It's raining – I'm fed up."</i></p>
Transcription	H/writing & Spelling	<p>Spells words using the spelling rules for Years 1, 2, 3 and 4 and many of the rules from Years 5 and 6 (from Appendix 1).</p>	<p>Spells words using the spelling rules for Years 1, 2, 3 and 4 and most of the rules from Years 5 and 6 (from Appendix 1).</p>	<p>Spells words using the spelling rules for Years 1, 2, 3 and 4 and almost all of the rules from Years 5 and 6 (from Appendix 1).</p>
		<p>*Spells correctly most words from the Year 3 and 4 word list and some from the Year 5 and 6 word list correctly (from Appendix 1).</p>	<p>**Spells correctly most words from the year 5 / year 6 spelling list.</p>	<p>Spells almost all words from the Year 5 and 6 word list correctly (from Appendix 1).</p>
		<p>Uses the first three letters of a word to check its spelling and meaning in a dictionary.</p>	<p>**Uses a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>	<p>Uses a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>
		<p>*Writes legibly</p>	<p>**Maintains legibility in joined handwriting when writing at speed.</p>	<p>Writes legible, fluent handwriting that is usually maintained when writing at efficient speed including letter shape, whether or not to join letters and choice of writing implement.</p>

Deepening Understanding

- Demonstrates cohesive application of writing composition, grammatical devices and accurate spelling within a wide range of sustained writing across all areas of the curriculum that include sufficient detail to engage readers' interest throughout.
- Writes avidly, willingly and enjoys writing and can demonstrate and justify writing preferences.
- Evaluates and reflects upon own writing, including composition, grammar, punctuation & spelling, and makes carefully-considered changes that improve the effect upon the chosen audience.
- *****Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.**
- Makes deliberate choices about how to adapt and manipulate selected forms for specific effect, e.g. makes decisions about appropriate text forms, perspective and viewpoint (including bias), layouts and organisation of materials or creates specific points of humour, suspense or action.
- Fluently applies grammatical, punctuation and spelling knowledge confidently and consistently with precision and clarity across all writing, choosing appropriate tools to build and manipulate multiple effects that are considered and controlled.
- Identifies spelling and grammatical rules independently, including an awareness of and interest in etymology, and can apply these to new language structures and words, including identification of rule-breakers.
- Has a clear writer's voice and demonstrates a sophisticated command of vocabulary and uses a range of appropriate and controlled language, selected for specific effect, which may include extended figurative imagery or use of idioms.

Asterisk* refers to the *Teacher Assessment Framework* standards: Working towards * Working at ** Greater depth ***