

Reporting and Assessment Tool for English

RATE WRITING

Name:



The
Literary
Curriculum
For Primary Schools



Writing Assessment Criteria

Entering Developing Secure	Grammar	Transcription	Combined
1	4	7	11
	8	15	23
	12	22	34
2	6	10	16
	12	20	32
	18	30	48
3	5	7	12
	11	13	34
	16	20	36
4	5	7	12
	10	13	23
	15	20	35
5	6	5	11
	13	10	23
	19	15	34
6	5	5	10
	11	10	21
	17	15	32

Year 1

Grammar	Uses regular plural noun suffixes –s or –es in writing [for example, <i>dog, dogs; wish, wishes</i>]
	Spells words with suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)
	Uses the prefix <i>un-</i> to change the meaning of verbs and adjectives [for example, <i>unkind, or undoing: untie the boat</i>]
	Combines words to make sentences
	Joins words and clauses using <i>and</i>
	Sequences sentences to form short narratives
	Separates words with spaces
	Uses full stops, question marks and exclamation marks to demarcate some sentences
	Uses capital letters for names and for the personal pronoun <i>I</i>

Composition	Says out loud what they are going to write about
	Composes sentences orally before writing
	Re-reads what they have written to check that it makes sense
	Discusses what they have written with the teacher or other pupils
	Reads aloud their writing clearly enough to be heard by their peers and the teacher
Depth	Writes for some different purposes using some different choices of vocabulary and grammar of their writing
	Makes simple additions and corrections to their own writing

Handwriting	Sits correctly at a table, holding a pencil comfortably and correctly
	Begins to form lower-case letters in the correct direction, starting and finishing in the right place
	Forms capital letters
	Forms digits 0-9
	Understands which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practises these
Depth	Spells most common exception words
	add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –l)

Spelling

Spells words containing each of the 40+ phonemes already taught

Spells common exception words

Spells the days of the week and the letters of the alphabet in order

Uses letter names to distinguish between alternative spellings of the same sound

Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

Uses the prefix un–

Uses –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Applies simple spelling rules and guidance, as listed in English Appendix 1

Writes from memory simple dictated sentences that include words using the GPCs and common exception words taught so far

Spells words with the phonemes /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck

Spells the /ŋ/ sound spelt n before k

Divides words into syllables

Spells words ending in -tch

Spells the /v/ phoneme at the end of words

Adds -s and -es to words (plural of nouns and the third person singular of verbs)

Adds the suffix –ing, –ed and –er to verbs where no change is needed to the root word

Adds –er and –est to adjectives where no change is needed to the root word

Spells long vowel phonemes (including 'r' controlled vowels) and the various graphemes that represent them, including split digraphs

Spells words with the suffix –y (/i:/ or /ɪ/)

Spells words with the consonant spellings ph and wh

Uses k for the /k/ sound

Adds the prefix –un

Spells compound words, e.g. playground, blackberry

Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or

Year 2

GRAMMAR	Forms nouns using suffixes (e.g. <i>-ness, -er</i>)
	Forms nouns by compounding (e.g. <i>whiteboard</i> or <i>superman</i>)
	Forms adjectives using suffixes (e.g. <i>-ful, -less</i>)
	Uses suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> to turn adjectives into adverbs
	Uses subordination (e.g. <i>when, if, that, because</i>)
	Uses co-ordination (e.g. <i>or, and, but</i>)
	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]
	Writes using different sentence forms, (e.g. <i>statements, questions, exclamations</i> or <i>com-</i>
	Uses correct and consistent tense tense throughout writing (e.g. <i>present and past</i>)
	Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)
	Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences
	Uses commas to separate items in a list
Uses apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. <i>the girl's name</i>)	

Composition	Plans	Plans or says out loud what they are going to write about
		Writes down ideas and/or key words, including new vocabulary
		Encapsulates what they want to say, sentence by sentence
	Drafts	Writes narratives about personal experiences and those of others (real and fictional)
		Writes about real events
		Writes poetry
		Writes for different purposes
	Edits	Evaluates their writing with the teacher and other pupils
		Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
		Proof-reads to check for errors in spelling, grammar and punctuation (e.g ends of sentences punctuated correctly)
		Reads aloud what they have written with appropriate intonation to make the meaning clear
	D	Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Makes simple additions, revisions and proof-reading corrections to their own writing		
D	Spells most common exception words	
	add suffixes to spell most words correctly in their writing (e.g. <i>-ment, -ness, -ful, -less, -</i>	

Spelling	Segments spoken words into phonemes and representing these by graphemes, spelling many correctly
	Learns new ways of spelling phonemes for which one or more spellings are already known
	Knows some words with each alternative spelling of known phonemes, including a few common homophones
	Spells common exception words
	Spells more words with contracted forms
	Knows the possessive apostrophe (singular) [for example, the girl's book]
	Distinguishes between homophones and near-homophones
	Adds suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
	Applies spelling rules and guidance, as listed in English Appendix 1
	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
	Spells /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
	Spells /s/ sound spelt c before e, i and y
	Spells /n/ sound spelt kn and (less often) gn at the beginning of words
	Spells the /r/ sound spelt wr <i>at the beginning of words</i>
	Spells the /l/ or /əl/ sound spelt –le at the end of words
	Spells the /l/ or /əl/ sound spelt –el at the end of words
	Spells the /l/ or /əl/ sound spelt –al at the end of words
	Spells words ending –il
	Spells the /aɪ/ sound spelt –y at the end of words
	Spells words by adding –es to nouns and verbs ending in –y
	Spells words by adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it
	Spells words by adding the suffixes –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it
	Spells words by adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter
	Spells words with the /ɔ:/ sound spelt a before l and ll
	Spells the /ʌ/ sound spelt o
	Spells the /i:/ sound spelt –ey
	Spells the /ɒ/ sound spelt a after w and qu
	Spells the /ɜ:/ sound spelt or after w
	Spells the /ɔ:/ sound spelt ar after w
	The /ʒ/ sound spelt s
	Spells the suffixes –ment –ness, –ful, –less and –ly
	Spells words containint contractions, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll</i>
	Spells words with possessive apostrophes (singular nouns)
Spells words with the suffix –tion	
Homophones and near-homophones: there/their/they're, here/hear, quite/quiet, see/sea, bare/	
Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or	
Handwriting	Forms lower-case letters of the correct size relative to one another
	Starts using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
	Uses spacing between words that reflects the size of the letters

Year 3

Grammar	Forms nouns using a range of prefixes (e.g. super-, anti-, auto-)
	Uses <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a</i> rock, <i>an</i> open box)
	Uses word families based on common words, (e.g. <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>in-</i>
	Expresses time, place and cause using conjunctions (e.g. <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>)
	Expresses time, place and cause using adverbs (e.g. <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>)
	Expresses time, place and cause using prepositions (e.g. <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>be-</i>
	Begins to use paragraphs as a way to group related material
	Uses headings and sub-headings to aid presentation
	Uses the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out</i>
	Begins to use inverted commas to punctuate direct speech

Composition	Plans	Discusses writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
		Discusses and records ideas
		Composes and rehearses sentences orally (including dialogue)
	Drafts	Uses a varied and rich vocabulary
		Uses increasing range of sentence structures
		Creates settings, characters and plot in narratives
		Uses simple organisational devices in non-narrative (e.g. headings and sub-headings)
		Assesses the effectiveness of their own and others' writing and suggesting improvements
	Edits	Uses of pronouns in sentences accurately
		Proposes changes to grammar and vocabulary to improve consistency
		Proof-reads for spelling and punctuation errors
		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
	Depth	Writes for a range of purposes and audiences, and begins to select the appropriate form independently and with an awareness of audience and purpose
Uses a range of devices with increasing independence to create cohesion within writing, particularly through editing work		

Year 4

Grammar	Uses plurals and possessive -s correctly
	Uses standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)
	Uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the strict maths teacher with curly hair</i>)
	Uses fronted adverbials for time, place or manner (e.g. <i>Later that day, I heard the bad news.</i>)
	Uses paragraphs to organise ideas around a theme
	Chooses pronouns or nouns within and across sentences to aid cohesion and avoid repetition
	Uses inverted commas and other punctuation to indicate direct speech
	Uses apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]
	Uses commas after fronted adverbials

Composition	Plans	Discusses writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
		Discusses and records ideas
	Drafts	Composes and rehearses sentences orally (including dialogue)
		Uses a varied and rich vocabulary and an increasing range of sentence structures
		Organises paragraphs around a theme
		Creates settings, characters and plot in narratives
		Uses simple organisational devices in non-narrative (e.g. headings and sub-headings)
		Assesses the effectiveness of their own and others' writing and suggesting improvements
	Edits	Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
		Proof-reads for spelling and punctuation errors
		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
	Depth	Writes for a range of purposes and audiences, and selects the appropriate form independently and with an awareness of audience and purpose
Uses a range of devices independently to create cohesion within writing, particularly through independently editing work		

Year 3/4

	Uses further prefixes and suffixes and understand how to add them (English Appendix 1)
	Spells further homophones
	Spells words that are often misspelt (English Appendix 1)
	Places the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys')
	Places the possessive apostrophe accurately in words with irregular plurals (e.g. children's)
	Uses the first two or three letters of a word to check its spelling in a dictionary
	Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
	Adds suffixes beginning with vowel letters to words of more than one syllable
	Spells words with the /ɪ/ phoneme spelt y elsewhere than at the end of words
	Spells words with the /ʌ/ phoneme spelt ou
	Spells more prefixes, e.g. dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-
	Spells words with the suffix –ation
	Spells words with the suffix –ly
	Spells words with endings sounding like /ʒə/ or /tʃə/
	Spells words with endings which sound like /ʒən/
	Spells words with the suffix –ous
Spelling	Spells words with the endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian
	Spells words with the /k/ phoneme spelt ch (Greek in origin)
	Spells words with with the /ʃ/ phoneme spelt ch (mostly French in origin)
	Spells words ending with the /g/ phoneme spelt –gue and the /k/ sound spelt –que (French in origin)
	Spells words with the /s/ phoneme spelt sc (Latin in origin)
	Spells words with the /eɪ/ sound spelt ei, eigh, or ey
	Uses the possessive apostrophe within plural words
	Spells further homophones and near-homophones, e.g. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
	Spells words from the 3/4 words list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naught, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women
	HW
Controls legibility, consistency & quality of their handwriting (e.g. so downstrokes are parallel and lines are spaced so ascenders/descenders do not touch)	
D	Spells almost all common exception words from KS1 and most words from the year 3 & 4 word list correctly
	Begins to identify and apply spelling rules and patterns correctly e.g. when adding suffixes to words with irregular endings

Year 5

Grammar	Uses expanded noun phrases to convey complicated information concisely
	Converts nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)
	Uses verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)
	Uses relative clauses beginning with <i>who, which, where, when, whose, that, or an omit-</i>
	Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or <i>modal</i>
	Uses some devices to build cohesion within a paragraph (e.g. <i>adverbials, pronouns,</i>
	Links ideas across paragraphs using adverbials of time (e.g. <i>later</i>), <i>place</i> (e.g. <i>nearby</i>)
	Links ideas across paragraphs using tense choices (e.g. <i>he had seen her before</i>)
	Uses brackets, dashes or commas to indicate parenthesis
	Uses commas to clarify meaning or avoid ambiguity

Composition	Plans	Identifies the audience for and purpose of the writing	
		Selects the appropriate form and uses other similar writing as models for their own	
		Notes and develops initial ideas, drawing on reading and research where necessary	
	Drafts	Considers how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives	
		Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
		Describes settings, characters and atmosphere and integrating dialogue to convey character and advance the action, in narratives	
		Précises longer passages	
		Uses a wide range of devices to build cohesion within and across paragraphs	
		Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)	
		Assesses the effectiveness of their own and others' writing	
		Edits	Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
			Uses the consistent and correct use of tense throughout a piece of writing
	Uses correct subject and verb agreement when using singular and plural		
	Distinguishes between the language of speech and writing and choosing the appropriate register		
	Proof-reads for spelling and punctuation errors		
	Performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear		
	Depth	Writes for a range of purposes and audiences, selecting the appropriate form and drawing on what they have read as models for their own writing (e.g. language, characterisation, structure)	
		Exercises control over levels of formality, particularly through manipulating grammar and vocabulary	
Begins to use the range of punctuation taught so far correctly and begins to use it to avoid ambiguity			

Year 6

Grammar	Chooses the appropriate vocabulary for formal and informal speech and writing, (e.g. find
	Uses synonyms and antonyms (e.g. <i>big, large, little</i>)
	Uses the passive to affect the presentation of information in a sentence (e.g. <i>The window</i>
	Chooses the appropriate structures for formal and informal writing, (e.g. question tags:
	Uses a wider range of cohesive devices to link ideas across paragraphs, (e.g.: repetition
	Uses layout devices to structure text (e.g. headings, sub-headings, columns, bullets, or ta-
	Uses semi-colons, colon and dash to mark the boundary between independent clauses
	Uses colons and semi-colons in lists
	Uses bullet points to list information
Uses hyphens to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or re-</i>	

Composition	Plans	Identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
		Notes and develops initial ideas, drawing on reading and research where necessary
		Considers how authors have developed characters and settings in narratives
	Drafts	Selects appropriate grammar and vocabulary and understands how such choices can change and enhance meaning
		Describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action in narratives
		Précises longer passages
		Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
	Edits	Assesses the effectiveness of their own and others' writing
		Proposes changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning
		Ensures the consistent and correct use of tense throughout a piece of writing
		Ensures correct subject and verb agreement when using singular and plural
		Proof-reads for spelling and punctuation errors
		Performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Depth	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)	
	Chooses the appropriate register & exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary	
	Uses the range of punctuation taught at key stage 2 correctly and, when necessary, uses it to enhance meaning and avoid ambiguity	

Year 5/6

S p e l l i n g	Uses further prefixes and suffixes and understand the guidance for adding them
	Spells some words with 'silent' letters (e.g. knight, psalm, solemn)
	Continues to distinguish between homophones and other words which are often confused
	Uses spelling knowledge to understand how some words cannot be spelt phonically
	Uses dictionaries to check the spelling and meaning of words
	Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
	Uses a thesaurus.
	Spells words with suffixes that sound like /ʃəs/ spelt -cious or -tious
	Spells words with suffixes that sound like /ʃəl/
	Words ending in -ant, -ance/-ancy, -ent, -ence/--ency
	Spells words with the suffix in -able and -ible
	Spells words with the suffix -ably and -ably
	Spells words by adding suffixes beginning with vowel letters to words ending in -fer
	Spells words with the /i:/ sound spelt ei after c
	Spells words containing the letter-string ough
Spells words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	
Spells homophones and other words that are often confused, e.g. <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, farther/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose</i>	
Spells words from the years 5/6 word list: <i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</i>	
H M W	Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
	Writes legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task
D	Spells most words from the year 3 & 4 and the year 5 & 6 word list correctly
	Identifies spelling patterns independently and applies them correctly within spelling, including exceptions to the rules