

Reception Writing Assessment Framework

Reception Writing Target Sheet



Target Grade:

Working Towards the Expected Standard

Working At the Expected Standard

Met Early Learning Goals

Aut	Saying sentences they would like to write
	Making marks, possibly with different media (e.g. sand, paint, playdough, magnetic letters)
	Using a tripod grip
	Drawing pictures with recognisable features (e.g. circles for wheels if drawing a car)
	Attributing meaning to the marks they make most of the time
	Forming some recognisable letters, symbols and/or numbers
	Using phonic knowledge to write the first sound in a word, with some other sounds in the correct order
	Using phonic knowledge to segment and blend some CVC words
	Writing own name correctly
	Using resources in the room to support independent writing (e.g. word and sound mats)
	Writing single words or phrases
	Writing some simple Red Words accurately (e.g. I, the)
Spr	Starting to form most lower case and capitals letters correctly
	Using phonic knowledge to write CVC words accurately
	Able to write a
	Using phonic knowledge to write longer words in a phonetically plausible way
	Able to say and recall a short sentence they wish to write. (Hold a sentence)
	Writing short sentences with finger spaces that can be read by themselves and others
	Writing short sentences with capital letters and full stops
	Reading their own writing to check for mistakes, and able to make some simple edits if not
	Using resources in the room independently to support their own writing
Sum/ ELG	Forming most letters, both lower and upper case, correctly
	Writing sentences independently that can be read by self and others
	Spelling most words correctly or in a phonetically plausible way
	Using finger spaces between most words
	Using some capital letters and full stops
	Reading their own writing to check for mistakes, and able to make some simple edits if not

Year 1 Writing Assessment Framework

Year 1 Writing Target Sheet



Target Grade:

Working Towards the Expected Standard

Working At the Expected Standard

Working at Greater Depth within the Expected Standard

WTS	Beginning to write some simple sentences correctly.
	Showing an awareness of capital letters and full stops.
	Spelling some Year 1 Common Exception words correctly.
	Forming letters and digits mostly correctly although size may be irregular.
	Using spaces between words.
	Segmenting spoken words into phonemes and representing these with graphemes, spelling some words correctly and making phonetically plausible attempts at others.
EXS	Writing simple sentences that make sense.
	Sequencing sentences to form own short narratives.
	Demarcating some sentences using capital letters and full stops.
	Using adjectives in simple sentences.
	Beginning to use a range of sentence starters including time conjunctions to order writing.
	Joining words and sentences using the conjunction and.
	Using a capital letter for some proper nouns.
	Beginning to use exclamation marks and questions marks.
	Beginning to use some prefixes and suffixes where no change to the spelling of the root word (un-, -s, -es, -ing, -ed, -er, -est).
	Segmenting spoken words - spelling many correctly and making phonetically plausible attempts at others.
	Spelling many Y1 common exception words.
	Forming capital letters and digits correctly - using a consistent size and beginning in the correct place.
	Using spacing between words that reflects the size of the letters.
GDS	Beginning to show awareness of the reader and purpose.
	Beginning to use what they have read to inform their writing.
	Having neat and legible writing of a consistent size.
	Demarcating most sentences with capital letters and full stops.
	Spelling most of the Year 1 Common Exception words.
	Adding a range of suffixes correctly when no change to the root word is needed.
	Reading and checking own work and make simple edits.

Year 2 Writing Assessment Framework

Year 2 Writing Target Sheet



Target Grade:

Working Towards the Expected Standard

Working At the Expected Standard

Working at Greater Depth within the Expected Standard

WTS	write sentences that are sequenced to form a short narrative (real or fictional)
	demarcate some sentences with capital letters and full stops
	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
	spell some common exception words
	form lower-case letters in the correct direction, starting and finishing in the right place
	form lower-case letters of the correct size relative to one another in some of their writing
	use spacing between words.
EXS	write simple, coherent narratives about personal experiences and those of others (real or fictional)
	write about real events, recording these simply and clearly
	demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
	use present and past tense mostly correctly and consistently
	use co-ordination (e.g. or / and / but) to join clauses
	use and some subordination (e.g. when / if / that / because) to join clauses
	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
	spell many common exception words
	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
	use spacing between words that reflects the size of the letters
GDS	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 key stage 1 mostly correctly
	spell most common exception words
	add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
	use the diagonal and horizontal strokes needed to join some letters

Year 3 Writing Assessment Framework

Year 3 Writing Target Sheet



Target Grade:

Working Towards the Expected Standard

Working At the Expected Standard

Working at Greater Depth within the Expected Standard

WTS	Writing sentences that are sequenced to form a short narrative (real or fictional).	
	Demarcating many sentences with capital letters and full stops.	
	Spelling most of the Y2 common exception words and some from Year 3 / 4 list and make phonetically plausible attempts at others.	
	Using coordinating and subordinating conjunctions (when if, that, because and, but, or).	
	Using some expanded noun phrases to describe.	
	Handwriting is neat and legible.	
EXS	Writing coherent narratives about personal experiences and those of others (real and fictional). Creates:	characters
		settings
		plot
	In non-narrative materials, using simple organisational devices such as headings and sub-headings.	
	Beginning to write for a range of purpose using the correct features.	
	Grouping related material into paragraphs.	
	Demarcating most sentences with:	capital letters and full stops
		question marks
		exclamation marks
	Beginning to use inverted commas to punctuate direct speech.	
	Beginning to select vocabulary purposefully for effect.	adverbs (e.g then, next, soon, therefore, carefully)
		conjunctions (e.g when, before, after, while, so)
		prepositions (e.g. before, after, during, because of)
		powerful verbs
	Beginning to vary sentence length.	
	Using tenses mostly correctly with some minor errors with irregular verbs (including the present perfect).	
	Using expanded noun phrases to describe and specify.	
	Using apostrophes mostly correctly for possession (singular) and for contraction.	
	Spelling some of the Year 3/4 common exception words.	
	Beginning to add prefixes and suffixes to spell words correctly in their writing (see appendix 1)	
Using the diagonal and horizontal strokes needed to join letters in most of their writing.		
With support, making simple additions, revisions and proof-reading corrections to their own writing.		
GDS	Writing effectively and coherently for different purposes and audiences.	
	Drawing on their reading to inform the vocabulary and grammar of their writing.	
	Using the following punctuation mostly correctly:	Commas after fronted adverbials
		Apostrophes to mark plural possession in nouns
		Inverted commas
	Spelling many of the Year 3/ 4 common exception words.	
	Adding suffixes to spell most words correctly in their writing.	
	Developing a neat and consistent cursive style.	
Spelling common homophones correctly e.g. their/they're/there, were/where/we're		

Year 4 Writing Assessment Framework

Year 4 Writing Target Sheet



Target Grade:

Working Towards the Expected Standard

Working At the Expected Standard

Working at Greater Depth within the Expected Standard

WTS	Writing paragraphs that are sequenced to form a short text (real or fictional).	
	Demarcating sentences with capital letters and full stops mostly correctly.	
	In some sentences, using other forms of taught punctuation mostly correctly. (e.g. exclamation marks, question marks, inverted commas and [some] apostrophes).	
	Spelling some Year 3 / 4 common exception words.	
	Using coordinating and subordinating conjunctions (when, if, that, because, and, or, but).	
	Beginning to select appropriate verbs and adverbs for effect.	
	Beginning to use the diagonal and horizontal strokes needed to join letters in some of their writing.	
EXS	Writing for a range of purposes and audiences.	
	Using paragraphs logically to organise ideas around a theme e.g. developed use of topic sentences.	
	Using the present perfect form of verbs instead of the simple past (using have) such as: I have been eating my dinner.	
	Selecting vocabulary purposefully for effect.	adverbs (e.g. next, soon, therefore)
		conjunctions (e.g. when before, while, so, because, however, therefore, as)
		prepositions (e.g. before, after, during, because of)
	Choosing nouns or pronouns appropriately for clarity and cohesion to avoid repetition.	
	Using fronted adverbials. (e.g. where, time, manner to start sentences).	
	Demarcating sentences mostly correctly with:	Apostrophes for possession (singular and plurals)
		Commas for fronted adverbials
	Using the full range of rules for direct speech (e.g. a comma after the reporting clause and inverted commas)	
	Using a greater variety of sentence openers	
	Ensuring subject and verb agreement when using singular and plural.	
	Using a variety of sentence lengths for effect	
	Using prefixes and suffixes to spell most words (see appendix 1)	
Spelling many common exception words from Y3/4 list		
Using neat and consistent cursive style of handwriting		
Independently making simple additions, revisions and proof-reading corrections to their own writing		
GDS	Writing effectively and coherently for different purposes and audiences	
	Drawing on their reading to inform the vocabulary and grammar of their writing	
	Choosing words deliberately for effect e.g. to add tension or atmosphere	
	Spelling most common exception words from Y3/4 list	
	Using all Year 3 / 4 taught punctuation accurately	
Writing legibly, fluently and with increasing speed and stamina		

Year 5 Writing Assessment Framework

Year 5 Writing Target Sheet



Target Grade:

Working Towards the Expected Standard

Working At the Expected Standard

Working at Greater Depth within the Expected Standard

WTS	Writing paragraphs that are sequenced to form a text (real or fictional).	
	Using capital letters, full stops, question marks, all commas, apostrophes for contraction mostly correctly.	
	Using conjunctions to extend sentences (when, if, that, because, and, or, but).	
	Spelling many Y3 / 4 common exception words.	
	Using a variety of sentence openers.	
	Writing legibly.	
EXS	Writing for a range of purposes (fiction/ non-fiction) and audiences using appropriate devices.	
	Beginning to use a range of devices to build cohesion within and across paragraphs (e.g. adverbials, tense, nouns/pronouns and conjunctions).	
	In narratives describing and creating:	settings
		characters
		atmosphere
	Integrating dialogue to convey character and advance the action.	
	Ensuring the consistent and correct use of tense throughout a piece of writing.	
	Ensuring the correct subject and verb agreement when using singular and plural.	
	Using the perfect form of verbs to mark relationships of time and cause.	
	Including relative clauses, who/whom/which/whose/that or an omitted relative pronoun.	
	Using modal verbs or adverbs to indicate degrees of possibility. (E.g. perhaps, surely, might, should, will, must).	
	Punctuation:	Using all taught punctuation mostly correctly (including punctuation for speech).
		Beginning to accurately use punctuation for parenthesis (commas, brackets, dashes).
	Using commas to clarify meaning or avoid ambiguity.	
	Spelling many common exception words from Y5/6 list.	
Writing legibly, fluently and with increasing speed and stamina.		
Independently making additions, revisions and proof-reading corrections to their own writing.		
GDS	Writing 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.	
	Beginning to recognise and select vocabulary and structures needed to control the formality including the use of the subjunctive.	
	Beginning to use passive verbs to affect the presentation of information in a sentence.	
	Spelling most common exception words from Y5/6 list.	
	Writing legibly, fluently and with increasing speed and stamina.	
	Beginning to accurately use punctuation: colon, semi-colon, dashes to mark the boundary between clauses.	

Year 6 Writing Assessment Framework

Year 6 Writing Target Sheet



Target Grade:

Working Towards the Expected Standard

Working At the Expected Standard

Working at Greater Depth within the Expected Standard

WTS	Write for a range of purposes	
	Uses paragraphs to organise ideas	
	Describes settings and characters	
	Uses simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	
	Uses the following punctuation mostly correctly:	Capital Letters
		Full Stops
		Question Marks
		Commas for lists
		Apostrophes for Contraction
	Spells correctly most words from the year 3 / year 4 spelling list	
Spells some words from the year 5 / year 6 spelling list correctly		
Write legibly		
EXS	Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	
	Integrates dialogue in narratives to convey character and advance the action	
	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)	
	Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs	
	Uses verb tenses consistently and correctly throughout their writing	
	Uses the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)	
	Spells most words from the year 5 / year 6 spelling list correctly	
	Uses a dictionary to check the spelling of uncommon or more ambitious vocabulary	
Maintains legibility in handwriting when writing at speed		
GDS	Writing 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.	
	Distinguishes between the language of speech and writing and choose the appropriate register	
	Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	
	Uses the range of punctuation taught at key stage 2 accurately and, when necessary, uses such punctuation precisely to enhance meaning and avoid ambiguity.	