

Progression Document Writing Assessment Checklist

Progression in Audience and Purpose

Working Towards Expected Standard

Expected Standard

Greater Depth at Expected Standard

Year One		AP1	<ul style="list-style-type: none"> Can use some features of different text types (may not be consistent) 	<ul style="list-style-type: none"> Writes sentences to create short narratives and non-fiction texts that show awareness of audience and purpose (may need to compose orally first)
Year Two (Statutory Content)	<ul style="list-style-type: none"> Writes sentences that are sequenced to form a short narrative (real or fictional) 	AP2	<ul style="list-style-type: none"> Writes simple, coherent narratives about personal experiences and those of others (real or fictional) 	<ul style="list-style-type: none"> Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
		AP3	<ul style="list-style-type: none"> Writes about real events, recording these simply and clearly 	
Year Three	<ul style="list-style-type: none"> Writes simply for a range of purposes, with some attempt to take into account audience and purpose in both narrative and non-narrative writing 	AP4	<ul style="list-style-type: none"> Writes coherently in a range of genres, taking into account audience and purpose. Creates settings, plot and characters in narrative 	<ul style="list-style-type: none"> Writes effectively and coherently in a range of genres, taking into account audience and purpose Uses a wider range of vocabulary and grammatical structures (eg. a range of correctly used verb tenses within a piece of writing) informed by their own reading to engage the reader
Year Four	<ul style="list-style-type: none"> Writes for a variety of different purposes and audiences, showing some features of the given form 	AP5	<ul style="list-style-type: none"> Can produce a variety of written pieces for different audiences and purposes, showing and maintaining some features of the chosen or given form (will include some appropriate vocabulary and grammatical structures) 	<ul style="list-style-type: none"> Can produce a variety of written pieces for different purposes and audiences, showing and maintaining features of the chosen or given form
Year Five	<ul style="list-style-type: none"> Writes for a range of audiences and purposes, using some features of the given form (these may not be sustained throughout the piece) 	AP6	<ul style="list-style-type: none"> Writes for a range of audiences and purposes, using features of the given form 	<ul style="list-style-type: none"> Writes for a range of audiences and purposes, effectively integrating features of the given form, including organisational and presentational devices, as well as grammatical structures (appropriate tense, some evidence of passive voice etc.)
		AP7	<ul style="list-style-type: none"> Select and use organisational and presentational devices relevant to text type (headings, bullet points etc.) 	
Year Six (Statutory Content)	<ul style="list-style-type: none"> Writes for a range of purposes 	AP8	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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)

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Progression Document Writing Assessment Checklist

Progression in Cohesion and Coherence

Working Towards Expected Standard

Expected Standard

Greater Depth at Expected Standard

Year One Cohesion		CC1	<ul style="list-style-type: none"> • Uses the conjunction 'and' to link ideas within sentences 	<ul style="list-style-type: none"> • Can use simple and compound sentence structures using co-ordinating conjunctions (and, so, but, or)
Year Two Cohesion (Statutory Content)		CC2	<ul style="list-style-type: none"> • Can write simple, coherent narratives about personal experiences and those of others (real or fictional) 	<ul style="list-style-type: none"> • Can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Year Three Cohesion	<ul style="list-style-type: none"> • Uses some cohesive devices (conjunctions and pronouns) to add some 'flow' to their writing. • Makes some attempt to sequence events • Uses some subordinating and co-ordinating conjunctions to create different sentence structures 	CC5	<ul style="list-style-type: none"> • Uses cohesive devices such as pronouns, conjunctions and adverbs to add flow to a piece of writing mostly correctly. 	<ul style="list-style-type: none"> • Uses paragraphs to group content mostly independently and correctly.
Year Four Cohesion	<ul style="list-style-type: none"> • Organises their work into paragraphs around a theme mostly correctly-may need prompting 	CC9	<ul style="list-style-type: none"> • Can consistently organise work into paragraphs around a theme to add cohesion and aid the reader 	<ul style="list-style-type: none"> • Can consistently organise work into paragraphs around a theme to add cohesion and aid the reader
Year Five Cohesion	<ul style="list-style-type: none"> • Uses paragraphs to group ideas appropriately • With support, begins to use some cohesive devices (pronouns to replace previously used nouns, conjunctions, adverbs and prepositions) to link ideas and themes within and across paragraphs 	CC10	<ul style="list-style-type: none"> • Can use a range of conjunctions to produce a variety of accurate sentences of more than one clause 	<ul style="list-style-type: none"> • Uses cohesive devices more effectively to link ideas across and within paragraphs to create flow to a whole piece (e.g. conjunctions, adverbials, pronouns, some deliberate repetition). Begins to sustain and develop ideas within paragraphs.
		CC11	<ul style="list-style-type: none"> • Uses pronouns to replace previously mentioned nouns to aid cohesion and avoid repetition 	
		CC8	<ul style="list-style-type: none"> • After discussion with the teacher, begins to use paragraphs to group content 	
		CC12	<ul style="list-style-type: none"> • Uses some subordinating and co-ordinating conjunctions to create compound and complex sentence structures 	
		CC12	<ul style="list-style-type: none"> • Uses cohesive devices to provide some links within and between paragraphs (conjunctions such as then, after that, firstly, adverbials of time, place, number, pronouns to replace previously used nouns and tense choices e.g. he had seen her before) 	

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Progression in Cohesion and Coherence

Working Towards Expected Standard

Expected Standard

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<p>Year Six Cohesion (Statutory Content)</p>	<ul style="list-style-type: none"> • Uses paragraphs to organise ideas 	<p>CC13</p>	<ul style="list-style-type: none"> • Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs 	
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Progression Document Writing Assessment Checklist

Progression in Handwriting

Working Towards Expected Standard

Expected Standard

Greater Depth at Expected Standard

Year One Handwriting	<ul style="list-style-type: none"> Is aware of the need to use finger spaces (but may not consistently use them) 	H1 H2	<ul style="list-style-type: none"> Uses finger spaces with increasing accuracy Writes some lower case and capital letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> Uses finger spaces accurately and independently Writes lower case and capital letters in the correct direction, starting and finishing in the right place
Year Two Handwriting (Statutory Content)	<ul style="list-style-type: none"> Forms lower-case letters in the correct direction, starting and finishing in the right place Forms lower-case letters of the correct size relative to one another in some of their writing Uses spacing between words 	H3 H4	<ul style="list-style-type: none"> Forms 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 	<ul style="list-style-type: none"> Uses the diagonal and horizontal strokes needed to join some letters.
Year Three Handwriting	<ul style="list-style-type: none"> Forms capital letters¹ of the correct size, orientation and relationship to one another and to lower case letters 	H5	<ul style="list-style-type: none"> Uses diagonal and horizontal strokes to join letters correctly 	
Year Four Handwriting	<ul style="list-style-type: none"> Consistently writes with a neat handwriting style 	H6	<ul style="list-style-type: none"> Writes in a neat, legible style, consistently using diagonal and horizontal joins 	
Year Five Handwriting	<ul style="list-style-type: none"> Writes legibly, fluently and with increasing speed 	H7	<ul style="list-style-type: none"> Writes legibly, fluently and with increasing speed-most handwriting is joined 	
Year Six Handwriting (Statutory Content)	<ul style="list-style-type: none"> Writes legibly 	H8	<ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed* 	

*The national curriculum states that pupils should be taught to ‘use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined’.

Progression Document Writing Assessment Checklist

Progression in planning and editing

Working Towards Expected Standard

Expected Standard

Greater Depth at Expected Standard

Year One Planning and editing	<ul style="list-style-type: none"> Composes sentences orally before writing Uses their own simple ideas for narrative using short simple sentence structures (may not be an actual sentence) 	PED1	<ul style="list-style-type: none"> After composing sentences orally, writes sentences to create short narratives and non-fiction texts Can use some features of different text types (not consistently) 	<ul style="list-style-type: none"> Writes sentences to create short narratives and non-fiction texts that show awareness of audience and purpose (may need to compose orally first)
Year Two Planning and editing (Statutory Content)				<ul style="list-style-type: none"> Makes simple additions, revisions and proof-reading corrections to their own writing
Year Three Planning and editing	<ul style="list-style-type: none"> With support, proof-reads their own writing for spelling and punctuation errors 	PED2 PED3	<ul style="list-style-type: none"> When planning, use similar writing in order to learn from its structure and vocabulary and inform their own writing Evaluates the effectiveness of their own writing and that of others for spelling and punctuation errors 	<ul style="list-style-type: none"> Independently evaluates the effectiveness of their own writing and that of others and suggests improvements
Year Four Planning and editing	<ul style="list-style-type: none"> Proof-reads their own work and amend spelling and punctuation with increasing confidence 	PED4 PED5	<ul style="list-style-type: none"> When planning, discuss similar writing in order to learn from its structure, vocabulary and grammar and inform their own writing Evaluates the effectiveness of their own writing, and that of others, and suggest improvements to grammar and vocabulary. Prove read spelling and punctuation 	
Year Five Planning and editing	<ul style="list-style-type: none"> Proof-reads their own writing and make changes and corrections after feedback 	PED6 PED7 PED8	<ul style="list-style-type: none"> Proof-reads and assesses the effectiveness of their own writing and that of others and make corrections and improvements Begins to precis longer passages by removing unnecessary repetition or irrelevant details 	<ul style="list-style-type: none"> Independently proof-reads their own work and that of others and make changes accordingly
Year Six Planning and editing				

Progression Document Writing Assessment Checklist

Progression in planning and editing

Working Towards Expected Standard

Expected Standard

Greater Depth at Expected Standard

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Progression Document Writing Assessment Checklist

Progression in Punctuation

<u>Working Towards Expected Standard</u>	<u>Expected Standard</u>	<u>Greater Depth at Expected Standard</u>	
Year One Punctuation	<ul style="list-style-type: none"> Is aware of capital letters for proper nouns Is aware that sentences end with a full stop. 	<p>P1</p> <ul style="list-style-type: none"> Uses capital letters for proper nouns, full stops to end sentences, question marks and exclamation marks in their own writing (mostly correctly) 	<ul style="list-style-type: none"> Uses capital letters for proper nouns. Uses full stops, question marks and exclamation marks regularly in their writing.
Year Two Punctuation (Statutory Content)	<ul style="list-style-type: none"> Can demarcate some sentences with capital letters and full stops 	<p>P2</p> <ul style="list-style-type: none"> Demarcates most sentences in their writing with capital letters and full stops, and uses question marks correctly when required 	<ul style="list-style-type: none"> Uses the punctuation taught at key stage 1 mostly correctly
Year Three Punctuation	<ul style="list-style-type: none"> Demarcates most sentences with capital letters and full stops and uses question marks and exclamation marks. Uses apostrophes for singular possession and contracted forms mostly correctly Uses some commas in a list 	<p>P3</p> <ul style="list-style-type: none"> Demarcates all sentences with capital letters and full stops and uses capital letters for proper nouns. Uses question marks, exclamation marks and commas in lists mostly correctly. Begins to use commas after fronted adverbials mostly correctly. <p>P4</p> <ul style="list-style-type: none"> After modelling, uses inverted commas to show direct speech 	<ul style="list-style-type: none"> Uses commas after fronted adverbials correctly. Uses inverted commas to indicate direct speech (may not be correctly punctuated)
Year Four Punctuation	<ul style="list-style-type: none"> Uses full stops, capital letters, exclamation marks and question marks accurately. Uses commas in lists and after fronted adverbials (latter with support) Uses apostrophes for singular possession and some plural possession 	<p>P5</p> <ul style="list-style-type: none"> Uses commas in lists and after adverbials. <p>P6</p> <ul style="list-style-type: none"> Uses apostrophes for plural possession with increasing confidence. <p>P7</p> <ul style="list-style-type: none"> Can use inverted commas to indicate direct speech 	<ul style="list-style-type: none"> Can accurately use speech punctuation, including a comma after the reporting clause. Can consistently use apostrophes for singular and plural possession
Year Five Punctuation	<ul style="list-style-type: none"> Uses capital letters accurately. Uses appropriate punctuation to mark the end of a sentence. Uses commas in lists and after fronted adverbials. Shows an awareness of commas to avoid ambiguity (this may be more secure when reading aloud) Uses apostrophes for contractions and plurals. 	<p>P8</p> <ul style="list-style-type: none"> Uses commas to clarify meaning and avoid ambiguity with increasing accuracy. <p>P9</p> <ul style="list-style-type: none"> Uses brackets, dashes or commas to indicate parenthesis with increasing accuracy 	<ul style="list-style-type: none"> Uses commas to avoid ambiguity and join clause structures effectively (may have occasional errors with comma splicing) Uses brackets, dashes or commas to indicate parenthesis with confidence

Progression Document Writing Assessment Checklist

Progression in Punctuation

Working Towards Expected Standard

Expected Standard

Greater Depth at Expected Standard

<p>Year Six Punctuation (Statutory Content)</p>	<ul style="list-style-type: none"> • Uses capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. 	<p>P10</p>	<ul style="list-style-type: none"> • Uses the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) 	<ul style="list-style-type: none"> • Uses the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity <p>Copyright © Octavo Partnership 2019</p>
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Progression Document Writing Assessment Checklist

Progression in sentence structure and grammar

	<u>Working Towards Expected Standard</u>		<u>Expected Standard</u>	<u>Greater Depth at Expected Standard</u>
Year One Sentence structure and grammar	<ul style="list-style-type: none"> Can use simple sentence structures Uses adjectives (these may have been given to them) 	SSG1	<ul style="list-style-type: none"> Can use adjectives to describe nouns 	<ul style="list-style-type: none"> Can use adjectives to create noun phrases and add detail
Year Two Sentence structure and grammar (Statutory Content)	<ul style="list-style-type: none"> Writes sentences that are sequenced to form a short narrative (real or fictional) 	SSG2 SSG3	<ul style="list-style-type: none"> Uses present and past tense mostly correctly and consistently Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses 	
Year Three Sentence structure and grammar	<ul style="list-style-type: none"> Uses noun phrases expanded by the addition of modifying adjectives Uses some subordinating and co-ordinating conjunctions to create different sentence structures Shows awareness of the correct tense (including progressive forms) 	SSG4 SSG5 SSG6	<ul style="list-style-type: none"> Uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases Uses subordinating and co-ordinating conjunctions to create compound and complex sentence structures Uses past and present tense correctly and begins to use progressive forms 	<ul style="list-style-type: none"> Uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases to add detail and interest to characters and settings
Year Four Sentence structure and grammar	<ul style="list-style-type: none"> Uses noun phrases, modifying adjectives and prepositional phrases to add detail to settings, character and atmosphere. With support, maintain accurate tense throughout a piece and use standard verb inflections mostly accurately (eg. we were, rather than we was) 	SSG7 SSG8 SSG9	<ul style="list-style-type: none"> Uses noun phrases, modified by adjectives, adverbs and prepositional phrases confidently and consistently to add detail and aid cohesion. Can maintain accurate tense throughout a piece and use standard verb inflections mostly correctly Can use a range of conjunctions to produce a variety of accurate sentences of more than one clause. 	<ul style="list-style-type: none"> Uses noun phrases, modified by ambitious adjectives, adverbs and prepositional phrases confidently and consistently to add detail. Makes some adventurous and apt vocabulary choices (may be figurative language) based on their reading Uses accurate tenses throughout a piece of writing (will include a mixture of simple and progressive forms). Standard verb inflections are maintained
Year Five Sentence structure and grammar	<ul style="list-style-type: none"> Use expanded noun phrases and fronted adverbials to add detail to settings, character and atmosphere. Show an awareness of relative clause structures, and begin to use them in their own writing (with support) Begin to use devices to suggest possibility (modal verbs eg. could, would, adverbs eg. surely, 	SSG10 SSG11	<ul style="list-style-type: none"> Use expanded noun phrases, adverbials and some figurative language (simile, metaphor) to add detail to setting, character and atmosphere Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) to add detail and enhance meaning 	<ul style="list-style-type: none"> Use expanded noun phrases, adverbials and some figurative language (simile, metaphor, onomatopoeia) to add detail to setting, character and atmosphere to enhance meaning for the reader

Progression Document Writing Assessment Checklist

Progression in sentence structure and grammar

Working Towards Expected Standard

Expected Standard

Greater Depth at Expected Standard

	<p>perhaps</p> <ul style="list-style-type: none"> Use dialogue to advance the action (there may be some errors in punctuation) 	<p>SSG12 SSG13</p>	<ul style="list-style-type: none"> Use devices to indicate possibility such as adverbs and modal verbs Begin to use dialogue to convey character and advance the action, including accurate punctuation mostly correctly 	
<p>Year Six Sentence structure (Statutory Content)</p>	<ul style="list-style-type: none"> In narratives, describes settings and characters 	<p>SSG14 SSG15 SSG15 SSG16 SSG17</p>	<ul style="list-style-type: none"> In narratives, describes settings, characters and atmosphere 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 eg 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 eg. conjunctions, adverbials of time and place, pronouns, synonyms within and across paragraphs Uses verb tenses consistently and correctly throughout their writing 	<ul style="list-style-type: none"> Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Progression Document Writing Assessment Checklist

Progression in Spelling

Working Towards Expected Standard

Expected Standard

Greater Depth at Expected Standard

Year One Spelling	<ul style="list-style-type: none"> Can spell some common exception words Can spell some words containing previously taught phonemes and GPCs accurately 	SP1 SP2 SP3 SP4	<ul style="list-style-type: none"> Can spell most words containing previously taught phonemes and GPCs accurately Spells most Year 1 common exception words and days of the week accurately Uses –s and –es to form plurals with increasing accuracy Uses the prefix un and is beginning to use suffixes –ing, –ed,, –er and –est 	<ul style="list-style-type: none"> Can spell most Year 1 common exception words accurately and make phonically plausible attempts at spelling unfamiliar words Can use –s and –es to form regular plurals correctly Uses suffixes –ing,, –ed,, –er and –est
Year Two Spelling (Statutory Content)	<ul style="list-style-type: none"> Segments spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others Spells some common exception words* 	SP5 SP6	<ul style="list-style-type: none"> Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Spells many common exception words* 	<ul style="list-style-type: none"> Spells most common exception words* Adds suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
Year Three Spelling	<ul style="list-style-type: none"> Spells many common exception words and some Year 3/4 words 	SP7 SP8 SP9	<ul style="list-style-type: none"> Uses suffixes and prefixes to spell words. Spells some of the Year 3/4 words independently Can spell most common exception words and some homophones 	
Year Four Spelling	<ul style="list-style-type: none"> Spells many words with prefixes and suffixes correctly Spells many of the words from the Year 3/4 spelling list 	SP10 SP11	<ul style="list-style-type: none"> Spells words with prefixes and suffixes accurately Can spell most words in the Year 3/4 statutory word list 	<ul style="list-style-type: none"> Can apply all of the spelling rules from the Year 3/4 spelling appendix
Year Five Spelling	<ul style="list-style-type: none"> Correctly spells most words from Year 3/4 spelling list and begin to spell some words from Year 5/6 spelling list Uses prefixes and suffixes and begins to spell them with increasing accuracy in their work (eg. misconduct,, overturn, designate, classify) 	SP12 SP13	<ul style="list-style-type: none"> Correctly spells most words from the Year 3/4 spelling list and begin to spell some words from the Year 5/6 spelling list Uses prefixes and suffixes and spells them accurately in their work (eg. misconduct,, overturn, designate, classify) 	
Year Six Spelling (Statutory Content)	<ul style="list-style-type: none"> Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* 	SP14	<ul style="list-style-type: none"> Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary 	Copyright © Octavo Partnership 2019