

Big Writing



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Standards for Writing Assessment

Against 2016 National Expectations

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Introduction

There is now an age expectation for achievement at the end of every year of primary education. In most subjects this can be measured with a simple, 'Yes - he/she can do it' or, 'No – he/she can't do it'. In writing, the judgment is complicated by the fact that the outcomes of learning are judged against the holistic impact of pieces of writing, where the skills are intertwined and sometimes interdependent. This has a global impact on the reader that is often influenced by subjective opinion or preference. In addition, judgments on some of the skills require profound professional knowledge that many generalist teachers may not possess and thus agreement of judgments can be fraught. It is for this reason that an objective measurement system is useful and this document provides that.

The framework for teaching, learning and informed assessment is, therefore:

1. **Performance Descriptors:** describe, in prose, the expected outcomes / behaviours of successful learning through the pathways to be seen at the end of each year of education. These are provided as the final criterion on each Standard and as the essential entry point to the following Standard.
2. **Child Speak Targets:** these are the Progression Drives that depict the pathway through the detail of the strands of learning within a subject. These are the small steps necessary to guarantee successful learning and understanding. They inform planning, tracking of progress and judgments on what pupils know and can do, and what they need to learn next. Teachers with profound subject knowledge know these implicitly, but for many non-specialists it is useful to have these pathways pre-identified and available. Progression Drives for maths, reading and writing are published by Andrell Education Ltd.
3. **Attainment Criteria:** enable judgments of attainment to be consistent and accurate, regardless of who is making the judgment, when outcomes are not unquestionably right or wrong (as in most maths and in simple reading comprehension) and thus can be influenced by lack of subject knowledge and by subjectivity.
4. **Age Expectations / Standards:** enable accurate measurement of performance against age expected attainment in the National Curriculum.

These Writing Standards have been identified by Ros Wilson and Andrell Education Ltd.

The Sub-Division of the Age Expectations (at the end of each year):

Although the curriculum describes performance in terms of end of Key Stage (7 and 11) School Managers will need to have systems that allow them to track progress within Key Stages and to ensure annual accountability. Otherwise the ambitious expectation of the curriculum will not be achieved. Furthermore, it will be important to know how secure a child is within a Standard, in order to determine how at risk he or she might be of variation or regression.

In order to track progress termly within the year, and from year to year, each Standard's

expectation has been further sub-divided into three stages, Emergent (E), Secure (S) and Advanced / Assessment Point (A / AP). Pupils who produce pieces of writing that achieve 'Emergent' are not deemed to be secure in the Standard and may regress into the previous Standard in some pieces of writing and / or after a holiday. It is an important phase and most pupils move through it to become 'Secure' quickly. Pieces that achieve 'Assessment Point' must **always** be assessed for the next Standard's expectations and many will achieve entry into it. This is because the 'Advanced' section is not a full third, but rather is designed as a portal or trap door to prevent entry into the next Standard until the pupil is truly ready. Having passed through the portal successfully, most pupils will score on the next Standard. This is because the portal is designed from the highest elements of that Standard and the lowest of the next Standard, so to pass through the portal the writer will already be performing at the minimum expectation of the 'Emergent' stage of the next Standard. The majority of pupils in a class should be 'Secure' or higher in the Standard expected for their age by the end of an academic year.

Each Standard is designed to ensure that children have significant opportunity to develop widely in breadth and depth of their writing, consolidating their knowledge and skills, before moving to the next Standard.

The Standards as a 'Best-Fit' Assessment Tool:

The strands of writing are:

- Features of text type / genre.
- Response to stimulus
- Basic Skills: Handwriting, Spelling, Grammar and Punctuation
- Writer's Voice.

Children do not develop as writers in a linear way and many may exhibit skills in one strand of writing at a lower section than in another. It is for this reason that the 'Standards for Writing Assessment' has been developed as a 'best fit' mechanism.

How to Use The Standards for End of Year Expectations:

The assessor works down each standard's expectation, ticking a criteria if it is secure, putting a dot if there is a little evidence, but it is not yet secure and putting a cross if this piece of writing does not demonstrate this skill. The ticks are then counted and the Assessment Box is used to match the count to expectation. The judgement should be regarded as secure to within a point each side, as more ephemeral factors such as voice, style, confidence and preference may significantly affect a judgement. Professional judgement should be applied when there is doubt, but usually it is advisable to err on the side of caution and risk under-assessment.

How to Assess and the Evidence Bases:

Assessment should, ideally, take place termly and should be on totally independent writing that has not had preparation or teacher input. Most schools prefer to plan a common, agreed and independent assessment piece to be completed at a specified point in the

term. The judgements are usually recorded down the margin of the paper and the final judgement recorded on the bottom with three small step targets for immediate progress. (The small steps are identified with the help of Progress Drives when necessary.) This piece is then inserted in the child's named plastic pocket in the class ring binder of evidence and a copy is sent to the 'driver' of writing for inclusion in the school portfolio. A spreadsheet showing the pattern of assessments and the value added progress should be updated at each formal assessment and placed in the front of both the class and the school portfolios.

The expectation for Pre-Writers and Year R are not intended as a formative and summative assessment tool, as the other standards are. Rather, they are planning and tracking tools for ongoing, observational assessment, which then informs next steps in teaching. (The small steps are identified with the help of Child Speak Targets when necessary.)

For each standard there may be pre-requisites that pupils must have achieved before entering, or there may be skills that must be carried forward as urgent targets from the previous to the next standard. There are also Performance Descriptors for saying what the child must already be capable of prior to entry to the new Standard.

Suitable Text Types for Formal Assessment:

This document will assess all text types, although poetry, recount of a known story and narrative are not, usually, useful genres for assessment. If there is one criteria that cannot be assessed because of the nature of the piece, that should be recorded with a short line where the tick, dot or cross would have been and the thresholds in the Assessment Box should all be lowered by one because one criteria has been 'knocked out' for this piece only. For secure assessment at Standard 2 and beyond, a longer piece of writing is needed to make secure judgments, preferably close to a side of A4 or more.

The writer prefers letters for assessment purposes, particularly in the early stages, as these enable secure judgements on a wider range of features, such as organisation and awareness of the audience. Particularly strong judgements are facilitated when the text is a 'hybrid', such as a letter with a set of instructions embedded within the body, or a diary item or a news paper report.

It is the responsibility of the teachers to come up with varied, appropriate and interesting stimuli for the assessment pieces. There is no reason why children can not be given a choice of two or three different but similar stimuli for their writing.

The Frequency of Occurrence of Evidence for Secure Assessment:

When a criteria is referring to Basic Skills (the majority of Standard 1 and 2 reflect this) it is useful to see around three good examples to judge securely (for example, three adjectives or adverbs to judge 2-15, but this is guidance only and two particularly strong examples have often been accepted. Commonly known phrases, that might be familiar to young children as labels, cannot be considered secure examples e.g. Big Bad Wolf, good girl, bad boy, nice day etc. At higher standards, more sophisticated literary skills, such as alliteration or personification, may only be evidenced by one good example.

When the criteria refer to more sophisticated literary features, (i.e. usually from Standard 4 onwards) only one, good example may be seen. For example, the change of font for emphasis or impact or the use of a grouping.

Post Standard 6 Assessment:

By secure Standard 6 all the skills of writing are in place and a pupil is writing with the competency of an adult, although the response to stimulus may still be more appropriate for a ten to fourteen year old. From that stage the changes are all related to increased maturity and the ability to communicate increasingly sophisticated knowledge in increasingly challenging and complex contexts. For these purposes the marking criteria of GCSE and higher examinations are more appropriate.

The 'Standards for Writing Assessment' is rooted in a system that has been standardised through the assessment of over 20,000 pieces of children's writing spanning Foundation to Standard 6 and have been successfully implemented by thousands of teachers around the world since the year 2000.

Pre-Writing Standard

N.B. This correlates with the EYFS Early Years' Outcomes. This is a teaching and tracking programme, not a summative assessment tool.

Listed in an approximate hierarchy:

No	Criteria	EYO	
1	Will tolerate hand manipulation.		
2	Will work with another to allow mark making using body parts or an implement.		
3	Will attempt to mark make independently.	40 - 60 EA & D	
4	Can recognise mark making materials.	22 - 36 W	
5	Can use and enjoys mark making materials.	22 - 36 W	
6	Can show some control in mark making.	40 - 60 M & H	
7	Can produce some recognisable letters.	40 - 60 M & H	
8	Can differentiate between different letters and symbols.	40 - 60 W	
9	Shows some awareness of sequencing of letters	40 - 60 W	
10	Can copy over / under a model.		
11	Can imitate adults' writing and understands the purpose of writing		
12	Can name 3 or more different purposes of writing		
13	Can ascribe meaning to own mark making ('reads' what has been 'written').	30 - 60 W	
14	Knows print has meaning and that, in English, is read from left to right and top to bottom.	30 - 50 R	
15	Can write initial letter of own name.	30 - 50 M & H	
16	Can attempt to 'write' things, including own name, using random letters.	30 - 50 W	
17	Can write own name with wrong letter formations or mixed lower / upper case.	40 - 60 W	
18	Can recognise own first name when written in clear print.		

Early Years' Outcomes (EYO) Key:

R = Reading | W = Writing | M & H = Moving and Handling | EA & D = Expressive Arts and Design

Year R Expectation

N.B. This correlates with the EYFS Early Years' Outcomes. This is a teaching and tracking programme, not a summative assessment tool. There is a minimum, essential threshold at R-18 and R-19 to qualify for entry into Year 1 and children should not be assessed for Year 1 unless they have achieved both these criteria.

It is expected that most mainstream children will be moving into Standard 1 by entry to Year 1.

Listed in an approximate hierarchy:

No	Criteria	EYO	
1	Can draw recognisable letters of the alphabet.	40 - 60 M & H	
2	Can write own name.	30 - 50 M & H	
3	Can 'write' things using a mix of appropriate and random letters.	30 - 50 W	
4	Can sequence most of the letters of the alphabet.	40 - 60 W	
5	Can write own name with correct letter formation, although size and shape may still be slightly inconsistent.	40 - 60 W	
6	Can name the purpose of different texts / types of writing (at least three).		
7	Can 'read' what she/he has 'written'.	30 - 60 W	
8	Can hold and use a pencil effectively.	40 - 60 M & H	
9	Can spell some of the words from the Year R High Frequency Word list.	40 - 60 W	
10	Can spell CVC words (consonant, vowel, consonant e.g. sit / bag / cat) usually correctly.		
11	Can write simple labels and captions.		
12	Can usually leave a space between emerging words.		
13	Can show some control over word order producing short logical statements, trying to use emergent phonics for spellings not known.		
14	Can produce two or more logical statements on the same subject.		
15	Can spell many words on the Year R High Frequency Word List.		
16	Is beginning to attempt to write simple known stories.		
17	Can say what they want to write, speaking in clearly defined statements or sentences.		
18	Can spell many common, single syllable words correctly in writing, including most of the words in the Year R High Frequency list and the Early Years Outcomes.	ELG W	
19	Can write three or more simple statements on a given subject that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate.	ELG W	

Assessment: E = Emergent | S = Secure | A = Advanced | AP = Assessment Point
 When assessment of R-18 and R-19 are secure, the child should be assessed for Year 1.
R-E = 3 - 8 | **R-S** = 9 - 16 | **R-A** = 17 - 19 | **R-AP** = 18 + 19

Early Years' Outcomes (EYO) Key:

R = Reading | W = Writing | M & H = Moving and Handling | EA & D = Expressive Arts and Design

Year 1 Expectation / Standard 1

N.B. The skills of the former national Curriculum Level 2C have been absorbed as 1-S here and the entry threshold to Standard 2 has been raised. This correlates with the Early Years' Outcomes. Standard 1 is the expectation for mainstream primary children **by the end of Year 1**.

Essential entry level to Standard 1 (Year R Expectation Progress Descriptor): Can write 3 or more simple statements that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate.

Listed in an approximate hierarchy:

No	Criteria	EYO	
1	Can write own first name with appropriate upper and lower case letters (may not be accurate).	40 - 60 W	
2	Can form most letters clearly, although size and shape may be irregular.	40 - 60 M & H	
3	Writes simple regular words, some spelt correctly.	ELG W	
4	Always leaves spaces between words.		
5	Makes sensible phonic attempts at words.	ELG W	
6	Can spell CVC words (consonant, vowel, consonant e.g. sit / bag / cat) usually correctly.		
7	Confidently writes some captions, labels and attempts other simple forms of writing, (lists, stories, retell etcetera).	ELG W	
8	Can show some control over letter size, shape and orientation in writing.	40 - 60 W	
9	Can say what writing says and means.	40 - 60 W	
10	Can produce own ideas for writing.		
11	Can show some control over word order producing logical statements.		
12	Can spell most common words correctly (most R / Y1 High Frequency words and the words on Year 1 list in the N.C. Appendix 1).		
13	Can make recognisable attempts at spelling words not known, (almost all decodable without the child's help). (If all are spelt correctly, tick the criteria so as not to penalise the child).		
14	Can write simple texts such as lists, stories, reports, recounts (A paragraph or more).		
15	Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.)		
16	Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders / use of upper and lower case are usually accurate).		
17	Can use ANY connective, (may only ever be 'and') to join 2 simple sentences, thoughts, ideas etc.		
18	Can use appropriate vocabulary, (should be coherent and sensible) in more than three statements.		
19	Can always use logical phonic strategies when trying to spell unknown words in more than three statements.	ELG W	
20	Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences.		
21	Can produce a paragraph or more of developed ideas independently that can be read without help from the child (may be more like spoken than written language / must not be a retell).		

E = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point

Assessment: 1-E = 7 - 12 | **1-S** = 13 - 17 | **1-A** = 18 - 21 | **1-AP** = 19 - 21

If entry to Year 2 is not met, then the judgment is 1-A.

Early Years' Outcomes (EYO) Key:

R = Reading | W = Writing | M & H = Moving and Handling | EA & D = Expressive Arts and Design

Year 2 Expectation / Standard 2

N.B. The former National Curriculum Level 2C has been removed from Standard 2 and inserted in Standard 1. 2-E is, therefore, higher in attainment than the previous NC Level 2C. Standard 2 is the expectation for mainstream primary children **by the end of Year 2** and many should be working within Standard 3.

Essential entry level to Standard 2 (Year 1 Expectation Progress Descriptor): Can produce a paragraph or more of developed ideas independently, that can be read without help from the child (may be more like spoken than written language / must not be a retell).

Listed in an approximate hierarchy:

1	Can communicate ideas and meaning confidently in a series of sentences (may not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing. At least a paragraph in length.	
2	Can control use of ascenders/descenders and upper/lower case letters in handwriting.	
3	Can write in three or more text forms or genres with reasonable accuracy. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.	
4	Can provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a simple list).	
5	Can vary the structure of sentences to interest the reader, (manipulated sentences e.g. questions, direct speech or opening with a subordinate clause).	
6	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').	
7	Can usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least).	
8	Can match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing).	
9	Can usually maintain use of basic sentence punctuation (full stops followed by capital letters) in a piece close to a side of A4 in length. (May be on a shorter piece or may not be accurate for 2E)	
10	Can spell most common words correctly and most of the Years R,1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1.	
11	Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words, (if all spelling is correct in a long enough piece to be secure evidence – tick the criteria).	
12	Can use connectives other than 'and' to join 2 or more simple sentences, thoughts, ideas etc (e.g. but, so, then, or, when, if, that, because).	
13	Can use a range of punctuation, mainly correctly, including at least 3 of the following: full stop and capital letter; exclamation mark; question mark; comma (at least in lists); apostrophe for simple contraction and for singular possession (at least) e.g. 'John's dog...', 'The cat's bowl...'	
14	Can make writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc.).	
15	Can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing...).	
16	Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g. a title – 'Big Billy Goat Gruff').	
17	Structures basic sentences correctly, including capitals and full stops in a longer piece (one error acceptable).	
18	Can use accurate and consistent handwriting, (in print at minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).	
19	Begins to show evidence of joining handwriting.	
20	Uses past and present tenses correctly.	

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

E = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point

Assessment: 2-E = 6 - 9 | **2-S** = 10 - 15 | **2-A** = 16 - 20 | **2-AP** = 17 - 20

If entry to Year 3 is not met, then the judgment is 2-A. A pupil in KS1 working within secure Standard 3 or above is said to be 'Key Stage 1 Mastery'

Year 3 Expectation / KS1 Mastery / Standard 3

Standard 3 is the expectation for mainstream primary children **by the end of Year 3** and some may be working within Standard 4.

Essential entry level to Standard 3 (Year 2 Expectation Progress Descriptor): Can produce close to a side of A4 writing that is clear and coherent with one or more strong features e.g. may either be in the mainly accurate Basic Skills OR in the emergent ‘voice ‘ and style OR in organisation OR in content. This should be a first draft written (unsupported) in one sitting and edits should be child-initiated.

Listed in an approximate hierarchy:

1	Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).	
2	Can usually join their handwriting,	
3	Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.	
4	Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).	
5	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. ‘volcano’ or ‘evaporate’).	
6	Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).	
7	Can extend sentences using a wider range of connectives to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).	
8	Can usually use correct grammatical structures in sentences, (nouns and verbs agree generally).	
9	Can use pronouns appropriately to avoid the awkward repetition of nouns.	
10	Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.	
11	Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).	
12	Is beginning to use paragraphs.	
13	Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).	
14	Can write neatly, legibly and accurately, mainly in a joined style.	
15	Can use adjectives and adverbs for description.	
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. ‘forward’ ‘bonfire’) and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.	
17	Can develop characters and describe settings, feelings and / or emotions, etcetera.	
18	Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).	
19	Can attempt to give opinion, interest or humour through detail.	
20	Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)	
21	Is beginning to develop a sense of pace (lively and interesting).	

Listed in approximate hierarchy of E, S, A. For assessment, however, the ‘best fit’ can span the three sections.

E = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point

Assessment: 3-E = 6 - 9 | **3-S** = 10 - 17 | **3-A** = 18 - 21 | **3-AP** = 19 – 21.

If entry to Year 4 is not met, then the judgment is 3-A. A pupil in KS1 working within secure Standard 3 or above is said to be ‘Key Stage 1 Mastery’

Year 4 Expectation / Standard 4

Standard 4 is the expectation for mainstream primary children **by the end of Year 4** and some may be working within Standard 5.

Essential entry level to Standard 4 (Year 3 Expectation Progress Descriptor): Can produce a side or more of A4 writing that is clear and coherent with strong features (80% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. This should be a first draft written (unsupported) in one sitting and edits should be child-initiated.

Listed in an approximate hierarchy:

1	Can write in a lively and coherent style.	
2	Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If any other genre, it can be as pupils will already know those three.	
3	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').	
4	Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).	
5	Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.	
6	Can write neatly, legibly and accurately, usually maintaining a joined style.	
7	Can use more sophisticated connectives, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).	
8	Can use links to show time and cause.	
9	Can open sentences in a wide range of ways for interest and impact.	
10	Can use paragraphs although may not always be accurate.	
11	Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).	
12	Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...' ; subordinate clauses – 'I felt better when...').	
13	Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.	
14	Can use nouns, pronouns and tenses accurately and consistently throughout.	
15	Can use apostrophes and / or inverted commas, mainly accurately (If direct speech is not appropriate to the task, apostrophes alone can score the tick).	
16	Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.	
17	Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera).	
18	Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...').	
19	Can develop ideas in creative and interesting ways.	

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

E = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point

Assessment: 4-E = 6 - 9 | **4-S** = 10 - 15 | **4-A** = 16 - 19 | **4-AP** = 17 - 19.

If entry to Year 5 is not met, then the judgment is 4-A.

Year 5 / 6 Expectation / Standard 5

Standard 5 is the expectation for mainstream primary children **within Year 5 and 6** and some will be working within Standard 6.

Essential entry level to Standard 5 (Year 4 Expectation Progress Descriptor): Can produce more than a side of A4 writing that is clear and coherent with strong features (90% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. This should be a first draft written (unsupported) in one sitting and any edits should be child-initiated.

Listed in an approximate hierarchy:

1	Can produce well-structured and organised writing using a range of conventions in layout.	
2	Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).	
3	Can select the correct genre for audience and purpose, and use it accurately	
4	Can select from a wide range of known imaginative and ambitious vocabulary (should be words that are not usually used by a child of that age) and use precisely (All spelling including of complex words, is almost always correct).	
5	Can use paragraphs consistently and appropriately.	
6	Can group things appropriately before or after a main verb, (e.g. The books, the pens and the pencils were all ready on the table).	
7	Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.	
8	Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment).	
9	Can use complex sentence structures appropriately.	
10	Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.	
11	Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).	
12	Can write neatly, legibly and accurately in a flowing, joined style.	
13	Can adapt handwriting for a range of tasks and purposes, including for effect.	
14	Can spell accurately in all but the most complex words e.g. paraphernalia, quintessential etc. and most or all of the Year 5 High Frequency Words and the Year 5 words in the N.C. Appendix 1.	
15	Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child).	
16	Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).	
17	Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').	
18	Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).	
19	Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).	
20	Can interweave implicit and explicit links between sections.	
21	Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).	
22	Can show confident and established 'voice'.	

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

E = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point
Assessment: 5-E = 8 - 11 | **5-S** = 12 - 18 | **5-A** = 19 - 22 | **5-AP** = 20 - 22.
 If entry to Year 6 is not met, then the judgment is 5-A

KS2 Mastery / Standard 6

Standard 6 Secure and above is the expectation for mastery in writing for mainstream primary children **by the end of Year 6**.

Essential entry level to Standard 6 (Year 5 Expectation Progress Descriptor): Can produce more than a side of A4 writing that is clear and coherent with strong features (98% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. It should be a striking piece of writing that is similar to that of an adult, with confident and established features, although content and stimulus may be more age appropriate (10 to 14). This should be a first draft written (unsupported) in one sitting and any edits should be child-initiated.

Listed in an approximate hierarchy:

1	Can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used less usual, ambitious vocabulary spelt correctly.)	
2	Can open and close writing in interesting, unusual or dramatic ways, when appropriate.	
3	Can use the full range of punctuation, almost always accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis, etc.	
4	Can write neatly, legibly and accurately and fluently, in a joined style.	
5	Can vary font for effect or emphasis when appropriate (print, italics or capitalisation). May only be one example.	
6	Can use a wide range of conventions appropriately to the context e.g. paragraphs, sub and side headings, addendum, footnote, contents et cetera.	
7	Can use a wide range of sophisticated connectives, including conjunctions, adverbs, and prepositions, to show time, cause, sequence and mode, often to open sentences.	
8	Can use clauses confidently and appropriately for audience and purpose.	
9	Can use implicit links within text e.g. referring back to a point made earlier or forward to more information or detail to come.	
10	Can group items for effect, before or after the verb.	
11	Can use a range of techniques to interact or show awareness of audience eg action, dialogue, quotation, aside, suspense, tension, comment.	
12	Can write with confidence and imagination.	
13	Can adapt writing for the full range of purposes, always showing awareness of audience and purpose.	
14	Can consciously vary levels of formality according to purpose and audience.	
15	Can sustain a convincing viewpoint throughout the piece e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc.	
16	Can use a wide range of ambitious vocabulary accurately and precisely (should be words that are not usually used by a child of that age)	
17	Can use 2 or more of stylistic features to create effect within the text e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal.	
18	Can use creative and varied sentence structure when appropriate, intermingling with simple structures for effect.	
19	Can always construct grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.	
20	Can use pertinent and precise detail as appropriate.	
21	Can inter mingle a variety of types of sentences, statements, commands, questions, exclamations, asides, complex with simple plus effective placing of clauses.	

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

E = Emergent | **S** = Secure | **A** = Advanced (Exceeding)
Assessment: 6-E = 7 - 10 | **6-S** = 11 - 17 | **6-A** = 18 - 21.



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