



Writing Assessment at Errington Primary

Year 2	
Writing Threads	
Composition and Effect- including language features and text organisation	<ul style="list-style-type: none"> I can plan writing by making notes, completing a planning sheet or orally rehearsing ideas. I can evaluate their writing with a teacher or other pupils with reference to the Grammarsaurus Writing Overview Checklist. I show an awareness of the purpose of text eg instructions, explanations, recounts. I can organise related ideas together- including sometimes using paragraphs eg in a non-chronological report. I can sequence ideas and events. I can make simple additions, revisions and corrections to my work.
Grammar and Vocabulary	<ul style="list-style-type: none"> I can use coordinating conjunctions eg and, but, so, or. I can use some subordinating conjunctions eg if, when, because, before, after, when, whilst. I can use an expanded noun phrase to describe and specify eg a blue butterfly. I can write sentences in different forms- statement. I can write sentences in different forms- question. I can write sentences in different forms- exclamation. I can write sentences in different forms- statement, command. I can use adverbs and adverbials of time, place and manner eg. First, next, then, after, finally. I can use tense consistently (simple past and present). I can use present and past progressive tense.
Punctuation	<ul style="list-style-type: none"> I can punctuate sentences using a capital letter and full stop mostly correctly I can punctuate sentences using exclamation marks and question marks mostly correctly I can use commas in a list. TI can use commas for contractions/omission. I can use apostrophe for possession in the singular form.
Terminology	<ul style="list-style-type: none"> I can understand the following terms- noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma.
Spelling	<ul style="list-style-type: none"> I can spell common exception words. I can add suffixes for regular plural nouns -s and -es. I can add suffixes -ment, -ness, -ful, -less and -ly to spell longer words.
Handwriting	<ul style="list-style-type: none"> I can form lower-case letters, capital letters and digits of the correct size, orientation and relationship to each other with appropriate spacing. I am beginning to use some diagonal and horizontal strokes needed to join letters.
2 statements	2- 8 statements
	2= 16 statements
	2+ 24 statements



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Year 3	
Writing Threads	
Composition and Effect- including language features and text organisation	<ul style="list-style-type: none"> • I show an awareness of the purpose and audience for a particular type of writing eg. Writing informally, 1st person diary. • I can begin to identify some specific text type features for a range of non-fiction texts eg. Flattery in persuasive writing, sequences steps in instructions. • I can assess the effectiveness of their own and others' writing by identifying elements from the Grammarsaurus Text Checklist Overview. • I can experiment with the position of adverbs in sentences for affect or impact. • I can proofread work to self-identify and correct potential mistakes • I can edit and improve work based on findings from self, peer and teacher assessment. • I can create settings. Eg by using expanded noun phrases. • I can create settings in narratives. Eg by using expanded noun phrases. • I can create plot in narratives. Eg by using expanded noun phrases. • I can choose vocabulary appropriate to the task. • I am beginning to use paragraphs to organise ideas around a theme. • In non-fiction, I can use simple organisational and presentational devices to structure and guide the reader- bullet points- in non-chronological text. • In non-fiction, I can use simple organisational and presentational devices to structure and guide the reader- headings- in non-chronological text. • In non-fiction, I can use simple organisational and presentational devices to structure and guide the reader-subheadings- in non-chronological text.
Grammar and Vocabulary	<ul style="list-style-type: none"> • I can demonstrate an increasing range of sentence structure including both compound and list sentences. • I can use expanded noun phrases including adventurous adjectives and prepositional phrases eg add details to nouns by using words such as from, under, surrounding, above, with. • I can use adverbs of time and place to express where and when something happened. • I can use nouns and pronouns for cohesion and to avoid repetition. • I can use the present perfect form of verbs in contrast to the past tense indicating continuing event or finished time eg. I have lived in Marske for 2 years/ I lived in Marske for 2 years. • I can use a wider variation in subordinating conjunctions eg. If, although, When, Whilst, after, even though. • I can use the correct form of a or an. • I can use adverbs to show degrees of possibility.
Punctuation	<ul style="list-style-type: none"> • I can use capital letters and full stops correctly. • I can use question marks and exclamation marks appropriately. • I can punctuate dialogue correctly with all punctuation attached to speech inside the speech marks. • I can use apostrophes for omission and contraction. • I can use apostrophes for possession for singular and plural including regular plurals eg. boy's, boys' and irregular plurals eg children's. • I can use commas in a list.



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	<ul style="list-style-type: none">I can use commas after fronted adverbials or subordinate clauses.		
Terminology	<ul style="list-style-type: none">I can understand the terms- adverb, preposition, conjunction, word family, prefix, main/independent clause, subordinate clause, direct speech, consonant, inverted commas/speech marks, adverbial.		
Spelling	<ul style="list-style-type: none">I can spell some of the words from the Y3/4 spelling list.I can use a dictionary to check the spelling of unfamiliar words.		
Handwriting	<ul style="list-style-type: none">I can write neatly and legibly.		
31 statements	3- 8 statements	3= 17 statements	3+ 27 statements



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Year 4	
Writing Threads	
Composition and Effect- including language features and text organisation	<ul style="list-style-type: none"> • I can identify the purpose and audience for the writing eg. Writing informally, 1st person diary. • I can identify specific text type features for a range of non-fiction texts eg. Flattery in persuasive writing, sequences steps in instructions. • I can assess the effectiveness of their own and others' writing by identifying elements from the Grammarsaurus Text Checklist Overview. • I can edit and improve work based on findings from self, peer and teacher assessment. • I can create effective settings in narratives eg by using expanded noun phrases. • I can create effective characters in narratives eg by using expanded noun phrases. • I can create an effective plot in narratives eg by using expanded noun phrases. • I can choose vocabulary appropriate to the task for precision and clarity eg technical, subject specific vocabulary in non-chronological reports. • I can use paragraphs to organise ideas around a theme. • I build cohesion within and across sentences by using nouns and pronouns to avoid repetition. • In non-fiction, I can use simple organisational and presentational devices to structure and guide the reader- bullet points- in a range of non-chronological texts-type 1. • In non-fiction, I can use simple organisational and presentational devices to structure and guide the reader- headings- in a range of non-chronological texts-type 2. • In non-fiction, I can use simple organisational and presentational devices to structure and guide the reader- subheadings- in a range of non-chronological texts-type 3. • I am beginning to use rhetorical questions and short exclamation sentences for impact.
Grammar and Vocabulary	<ul style="list-style-type: none"> • I can demonstrate an increasing range of sentence structure including both compound and complex sentences. • I ensure consistent and correct use of tense throughout a piece of writing. • I can use expanded noun phrases including modifying adjectives and prepositional phrases eg add details to nouns by using words such as from, under, surrounding, above, with. • I can use adverbials and adverbs of time, manner and place to express cause and time. • I can use the present perfect form of verbs in contrast to the past tense indicating continuing event or finished time eg. I have lived in Marske for 2 years/ I lived in Marske for 2 years. • I can use a wider variation in subordinating conjunctions eg. If, although, When, Whilst, after, even though.
Punctuation	<ul style="list-style-type: none"> • I can use capital letters and full stops correctly. • I can use question marks and exclamation marks appropriately. • I can punctuate dialogue correctly with all punctuation attached to speech inside the speech marks and the comma after the reporting clause. • I can use apostrophes for omission and contraction. • I can use apostrophes for possession for singular and plural including regular plurals eg. boy's, boys' and irregular plurals eg children's. • I can use commas in a list.



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	<ul style="list-style-type: none"> I can use commas after fronted adverbials or subordinate clauses. 		
Terminology	<ul style="list-style-type: none"> I can understand the terms- adverb, preposition, conjunction, word family, prefix, main/independent clause, subordinate clause, direct speech, consonant, inverted commas/speech marks, determiner, pronoun, possessive pronoun, adverbial. 		
Spelling	<ul style="list-style-type: none"> I can spell most of the words from the Y3/4 spelling list. I can use a dictionary to check the spelling of unfamiliar words. 		
Handwriting	<ul style="list-style-type: none"> I can write neatly and legibly with joined letters. 		
31 statements	4- 8 statements	4- 17 statements	4+ 26 statements

Year 5	
Writing Threads	
Composition and Effect- including language features and text organisation	<ul style="list-style-type: none"> I can identify the purpose and audience for the writing, selecting the appropriate form eg. Writing informally, 1st person diary. I can assess the effectiveness of their own and others' writing by identifying elements from the Grammarsaurus Text Checklist Overview. I can describe settings and characters using a range of descriptive techniques including expanded noun phrases, similes, metaphor, personification etc. I can use figurative, expressive and emotive language to create mood, atmosphere and dramatic effect including expanded noun phrases, similes, metaphor, personification etc. I can include dialogue to convey character and advance the action eg. Include emotions, actions and characters thoughts in dialogue. I can use rhetorical questions and short exclamation sentences for impact. I can structure writing in clear paragraphs. I build cohesion within and across paragraphs by using conjunctions, adverbials and pronouns to avoid repetition. I can use organisational and presentational devices to structure and guide the reader in a range of different non-fiction text eg. Bullet points, headings, subheadings in non-chronological text. ((to indicate at least 3 different non-fiction text types)-type 1. I can use organisational and presentational devices to structure and guide the reader in a range of different non-fiction text eg. Bullet points, headings, subheadings in non-chronological text. (to indicate at least 3 different non-fiction text types)- type 2. I can use organisational and presentational devices to structure and guide the reader in a range of different non-fiction text eg. Bullet points, headings, subheadings in non-chronological text. (to indicate at least 3 different non-fiction text types)- type 3.
Grammar and Vocabulary	<ul style="list-style-type: none"> I ensure consistent and correct use of tense throughout a piece of writing. I ensure consistent subject/ verb agreement using singular and plural. I can use expanded noun phrases to convey complicated information. I can use modal verbs to indicate degrees of possibility. I can use adverbs to indicate possibility eg. Perhaps, surely. I can use adverbials and adverbs of time, manner and place for clarification and precision. I can use the perfect form of verbs to mark relationships of time and cause.



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	<ul style="list-style-type: none"> I can use a wider variation in subordinating conjunctions eg. If, Even if, When, Whilst, Before. I can use Ing clause instead of and/then including comma eg. Listening carefully for any sign of the creature, Jess edged closer. I can begin to use relative clauses to add additional information. I can use conjunctive adverbs to add additional or similar points eg. Similarly, In addition to this (22), to include an opposite point of view eg. On the other hand, however, in contrast (23) cause and effect eg. consequently, as a result or summarising eg. In summary. 		
Punctuation	<ul style="list-style-type: none"> I can use question marks/exclamation marks. I can use ellipsis. I can punctuate dialogue correctly. I can use apostrophes for contraction and possession. I can use commas in clauses to avoid ambiguity. I can use brackets, dashes or commas for parenthesis. 		
Terminology	<ul style="list-style-type: none"> I can understand the terms- modal verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion, ambiguity. 		
Spelling	<ul style="list-style-type: none"> I can spell most of the words from the Y3/4 spelling list. I can spell some of the words from the Y5/6 spelling list. 		
Handwriting	<ul style="list-style-type: none"> I can write neatly and legibly with joined letters. 		
34 statements	5- 8 statements	5= 18 statements	5+ 28 statements



Writing Assessment at Errington Primary

Year 6	
Writing Threads	
Composition and Effect- including language features and text organisation	<ul style="list-style-type: none"> • I can identify the purpose and audience for the writing, selecting the appropriate form and engaging the reader eg. Writing informally, 1st person diary. • I can assess the effectiveness of their own and others' writing by identifying elements from the Grammarsaurus Text Checklist Overview. • I can edit and redraft work in response to feedback. • I can describe settings and characters using a range of descriptive techniques including expanded noun phrases, similes, metaphor, personification etc. • I can use figurative, expressive and emotive language to create mood, atmosphere and dramatic effect including expanded noun phrases, similes, metaphor, personification etc. • I can include dialogue to convey character and advance the action eg. Include emotions, actions and characters thoughts in dialogue. • I can use high level, relevant vocabulary. • I can structure writing in clear paragraphs. • I build cohesion within and across paragraphs by using conjunctions, adverbials and pronouns to avoid repetition. • I can use organisational and presentational devices to structure and guide the reader in a range of different non-fiction text eg. Bullet points, headings, subheadings in non-chronological text. (to indicate at least 3 different non-fiction text types) -type 1. • I can use organisational and presentational devices to structure and guide the reader in a range of different non-fiction text eg. Bullet points, headings, subheadings in non-chronological text. (to indicate at least 3 different non-fiction text types)- type 2. • I can use organisational and presentational devices to structure and guide the reader in a range of different non-fiction text eg. Bullet points, headings, subheadings in non-chronological text. (to indicate at least 3 different non-fiction text types)- type 3. • I experiment with word order for impact on the reader
Grammar and Vocabulary	<ul style="list-style-type: none"> • I ensure consistent and correct use of tense throughout a piece of writing. • I ensure consistent subject/ verb agreement using singular and plural. • I can use expanded noun phrases to convey complicated information. • I can use modal verbs to indicate degrees of possibility. • I can use fronted adverbials with the correct use of comma. • I can use adverbials and adverbs of time, manner and place for clarification and precision. • I can use the perfect form of verbs to mark relationships of time and cause. • I can use a wider variation in subordinating conjunctions eg. If, Even if, When, Whilst, Before. • I can use Ing Clause and further modifications including Not + Ing, After/Before + Ing and its associated comma accurately to vary sentence structure. • I can use conjunctive adverbs to add additional or similar points eg. Similarly, In addition to this (23), to include an opposite point of view eg. On the other hand, however, in contrast (24) cause and effect eg. consequently, as a result or summarising eg. In summary. • I can use relative clauses appropriately. • I can use passive voice appropriately. • I can use subjunctive mood appropriately.



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Punctuation	<ul style="list-style-type: none">• I can use question marks/exclamation marks.• I can use ellipsis.• I can punctuate dialogue correctly.• I can use apostrophes for contraction and possession.• I can use commas in clauses to avoid ambiguity.• I can use brackets, dashes or commas for parenthesis.• I can punctuate bullet points correctly including the colon to introduce.		
Terminology	<ul style="list-style-type: none">• I can understand the terms- modal verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion, ambiguity.		
Spelling	<ul style="list-style-type: none">• I can spell most of the words from the Y5/6 spelling list.		
Handwriting	<ul style="list-style-type: none">• I can write neatly and legibly with joined letters.		
38 statements	5- 9 statements	5- 20 statements	5+ 31 statements