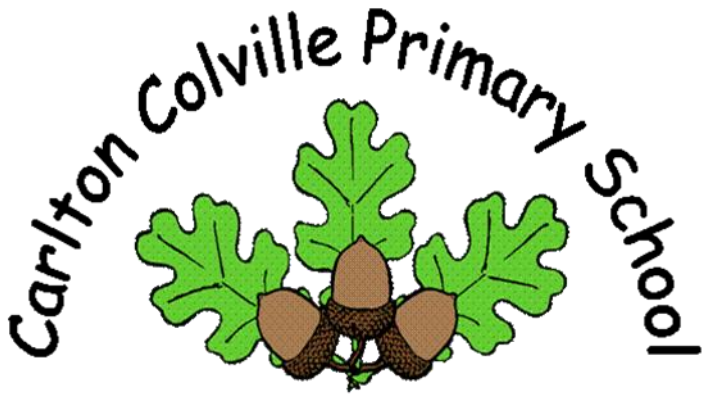

Writing

Assessment Document

Defining B.A.D

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Predominant teaching style
Basic (Fundamental foundations)	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Advancing (Application of fundamental foundations)	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Deep (Inventive use of fundamental foundations)	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

Defining B1 - D2

Depth of Learning	Cognitive challenge	Nature of progress
Basic (Fundamental foundations)	1	Some evidence of some of the indicators
	2	Widespread evidence of some of the indicators
Advancing (Application of fundamental foundations)	3	Some evidence of most of the indicators
	4	Widespread evidence of most of the indicators
Deep (Inventive use of fundamental foundations)	5	Some evidence of all of the indicators
	6	Widespread evidence of all of the indicators

B.A.D Assessment Criteria cross referenced with the 2017/18 Teacher Assessment Framework: Writing

Key Stage 1 Working towards and working at the expected standard

	'Pupil Can' Statement - working towards the expected standard		'Pupil Can' Statement - working at the expected standard
	The pupil can, after discussion with the teacher:		The pupil can after discussion with the teacher:
W	Write sentences that are sequenced to form a short narrative (real or fictional).	1	Write simple, coherent narratives about personal experiences and those of others (real or fictional).
W1	Demarcating some sentences with capital letters and full stops.	2	Write about real events, recording these simply and clearly.
W2	Segmenting spoken words into phonemes and representing these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.	3	Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.
W3	Spelling some common exception words.	4	Use present and past tense mostly correctly and consistently.
W4	Form lower-case letters in the correct direction, starting and finishing in the right place.	5	Use co-ordination (or / and / but) and some subordination (when / if / that / because) to join clauses.
W5	Forming lower-case letters of the correct size relative to one another in some of their writing.	6	Segment spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
W6	Using spacing between words.	7	Spell many common exception words.
		8	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
		9	Using spacing between words that reflects the size of the letters.

Key Stage 1 Working at greater depth within the expected Standard

	'The pupil can after discussion with the teacher.
10	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
11	Make simple additions, revisions and proof-reading corrections to their own writing.
12	Use the punctuation taught at Key Stage 1 mostly correctly.
13	Spell most common exception words.
14	Add suffixes to spell most words correctly in their writing, e.g. *–ment*, *–ness*, *–ful*, *–less*, *–ly.*
15	Use the diagonal and horizontal strokes needed to join some letters.

Key Stage 2 Working towards and working at the expected standard

	'Pupil Can' Statement - working towards the expected standard		'Pupil Can' Statement - working at the expected standard
W	Write for a range of purposes. NOTE: this is a process. In DOL the focus is on understanding audience.	1	Write 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).
W1	Using paragraphs to organise ideas.	2	In narratives, describe settings, character and atmosphere.
W2	In narratives, describe settings and characters.	3	Integrate dialogue in narratives to convey character and advance the action.
W3	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).	4	Select 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).
W4	Using capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.	5	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
W5	Spelling most words correctly (Years 3 and 4, and some from the Years 5 and 6 spelling list).	6	Use verb tenses consistently and correctly throughout their writing.
W6	Write legibly.	7	Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).
		8	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.
		9	Maintain legibility in joined handwriting when writing at speed. (The National Curriculum states children should choose whether or not to join specific letters.)

Key Stage 2 Working at greater depth within the expected standard

	'Pupil Can' Statement
10	Write 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) .
11	Distinguish between the language of speech and writing and choose the appropriate register.
12	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
13	Use 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.

Assessment criteria for writing

Milestone 1

Note: Independently or 'without support' means – Choosing to by oneself not when asked.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
	Composition			
To write with purpose	Use some of the characteristic features of the type of writing used. [10]	A writing frame or structure provided by the teacher is used.	Knowledge of characteristic features is used.	Knowledge of characteristic features is applied independently without prompts or guidance. [10]
To use imaginative description	Use well-chosen adjectives to add detail.	With the support of a teacher, adjectives are used.	Some expanded noun-phrases are used to describe and specify.	Expanded noun-phrases are imaginative or specific and chosen well to give interest or clarity to the reader.
	Use names of people, places and things.	With the support of a teacher, names are added to provide extra detail.	Generally, sufficient detail is provided to help the reader understand the main people, places and things.	Well-chosen detail is provided at the right point within writing to enhance the readers' understanding.
	Use nouns and pronouns for variety.	With the support of a teacher, pronouns are used.	Generally, pronouns are interspersed with nouns to avoid repetition.	There is a good understanding and use of a mixture of nouns and pronouns.
	Use adverbs for extra detail.	With the support of a teacher, adverbs are used.	Generally, adverbs are used to provide the reader with extra detail.	Well-chosen adverbs add relevant and exciting information for the reader.
To organise writing appropriately	Re-read writing to check it makes sense.	There is an awareness of the need for writing to make sense. When help is provided, writing is read and changes are made if necessary.	Writing generally makes sense to the reader.	Writing is re-read and changed, if necessary, so that it makes sense to the reader.
	Use the correct tenses. [4]	Tenses are used inconsistently.	Tenses are generally used correctly. [4]	Tenses are used correctly and consistently throughout.
	Organise writing in line with its purpose.	When help and structure are provided, writing is organised in line with its purpose.	Writing is generally organised appropriately.	Writing has a clear organisational structure. Prompts and guidance are not required.
To use paragraphs	Write about more than one idea.	When guides or prompts are provided, writing includes more than one idea or step.	Ideas are split into paragraphs.	Writing is clearly organised into paragraphs that contain a definite theme.
	Group related information.	When guides or prompts are provided, writing includes more than one idea or step.	Paragraphs contain clearly related information.	A number of themes are developed.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
To use sentences appropriately	Sequence sentences to form a clear narrative. [W] [1] [2]	When help or structure is provided, writing includes a number of related sentences. [W]	Writing includes a number of related sentences that flow and make sense as a short narrative. [1] [2]	Writing is fluent and includes a series of well-constructed sentences that engage the reader.
	Join sentences with conjunctions and connectives.	When help or structure is provided, sentences are linked with conjunctions and connectives.	Sentences are linked with a range of conjunctions and connectives.	Sentences are linked with a good range of conjunctions and connectives.
	Vary the way sentences begin.	When help or structure is provided, sentences begin with a range of words other than 'and' or 'then'.	Sentences begin in a variety of ways and take on a variety of forms (such as statements, questions, exclamations and commands).	Sentences begin in ways appropriate for the purpose of the writing and include imaginative variety.
	Transcription			
To present neatly	Begin to form lower-case letters correctly and of consistent size. [W4] [W5] [8]	When help and support are provided, some letters are beginning to show correct formation. [W4] [W5]	Letters are generally formed correctly and consistently. [8]	Letters are correctly formed, with a definite sense of control.
	Form capital letters correctly and of consistent size. [8]	When help and support are provided, some letters are beginning to show correct formation.	Letters are generally formed correctly and consistently. [8]	Letters are correctly formed, with a definite sense of control.
	Form digits 0–9 correctly and of consistent size. [8]	There may be inconsistencies in the size of digits.	Digits are generally formed correctly and consistently. [8]	Digits are correctly formed, with a definite sense of control.
	Begin to join some letters. [15]	When help and support are provided, some letters are joined.	Some letters are joined.	Most letters are joined. [15]
	Use spacing between words that reflects the size of the letters. [W6] [9]	When help and support are provided, words are beginning to be spaced appropriately. [W6]	Words are usually spaced appropriately. [9]	Words are spaced evenly and letters are well spaced both above and below the line.
To spell correctly	Spell words containing 40+ learned phonemes. [W2] [6]	Spoken words are segmented into some of the 40+ learned phonemes and applied in writing. [W2]	With reminders, most of the 40+ learned phonemes are applied correctly in writing. [6]	Independently, almost all simple words are spelled correctly.
	Spell common exception words. [W3] [7] [13]	Some of the days of the week are attempted and the words 'said' and 'the' are sometimes written correctly. [W3]	Most of the common exception words are spelled correctly. [7]	All common exception words are spelled correctly. [13]
	Add prefixes and suffixes. [14]	Both -s and -es are beginning to be used for plurals.	Some prefixes (such as un-) and suffixes (such as -ing, -ed, -er, -ing, -er and -est) are used.	Writing includes a good range of prefixes and suffixes. [14]
	Use the possessive (singular) apostrophe.	Apostrophes may sometimes be used.	The possessive apostrophe is sometimes used correctly.	The possessive apostrophe is generally used correctly.
	Distinguish between homophones and near-homophones.	Common homophones are sometimes confused and so misspelled.	Common homophones are generally distinguished and so spelled correctly.	Common homophones are almost always spelled correctly.
To punctuate accurately	Begin to use a capital letter for the names of people, places, the days of the week and I.	When word banks and reminders are provided, capital letters are beginning to be used appropriately.	Capital letters are generally used appropriately.	Capital letters are used consistently and appropriately.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
	Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. [W1] [3] [12] [Year 6, W4]	When help or structure is provided, full stops and capital letters are beginning to be used. Other punctuation is used in structured activity that is designed to practise these marks. [W1]	With reminders, most sentences are punctuated and include a range of punctuation. [3] [Year 6, W4] Apostrophes for the contracted form of words are generally used correctly. [Year 6, W4]	Punctuation is accurate. Apostrophes for the contracted form of words are understood and used mostly correctly. [12]
	Use subordination (when, if, that, because). [5]	When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences.	Subordination and coordination are generally used in writing. [5]	Subordination and coordination are used effectively to give extra meaning and clarity to writing.
	Use coordination (or, and, but). [5]	When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences.	Subordination and coordination are generally used in writing. [5]	Subordination and coordination are used effectively to give extra meaning and clarity to writing.
	Analysis and Presentation			
To analyse writing	Use and understand grammatical terminology in discussing writing: Year 1: Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.	When help is provided, some of the terminology listed is beginning to be used correctly.	Most of the terminology listed is used correctly.	A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing.
	Use and understand grammatical terminology in discussing writing: Year 2: Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.	Some of the features listed can be identified in questions about writing.	Most of the features listed can be identified in questions about writing.	Terminology listed is displayed and this is applied in answering questions about writing.
To present writing	Read aloud clearly enough to be heard by peers and the teacher.	When support and encouragement are given, reading aloud is audible to others.	Reading aloud is clear and audible to others.	Reading aloud is confident and fluent.
	Read aloud with some intonation.	When support and encouragement are given, there is some intonation when reading aloud.	There is generally good intonation.	There is good control and intonation.

Assessment criteria for writing

Milestone 2

Note: Independently or 'without support' means – Choosing to by oneself not when asked.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
	Composition			
To write with purpose	Use the main features of a type of writing (identified in reading).	Writing frames or similar support are used.	The main features of the type of writing are applied.	The main features of a type of writing are generally applied without prompts.
	Use techniques used by authors to create characters and settings.	When help is provided, character descriptions are generally focused on appearance rather than character traits. When help is provided, settings are generally described in terms of what can be seen.	Character descriptions include some character traits. Descriptions of settings include an attempt to capture or suggest mood.	Character descriptions include a mixture of appearance and action to convey the nature of the character. Settings are generally conveyed well in terms of appearance, atmosphere and mood.
To use imaginative description	Create characters, settings and plots.	When help is provided, basic characters, settings and plots are developed.	Characters, settings and plots are generally well developed to create a coherent narrative.	Characters and settings are both described well. Plausible plots are developed and sustained throughout the narrative.
	Use alliteration effectively.	When encouragement is given, alliteration is used.	Alliteration is used effectively.	Well-chosen descriptive phrases, including alliteration are used.
	Use similes effectively.	When encouragement is given, similes are used.	Similes are used effectively.	Well-chosen descriptive phrases, including similes are used.
	Use a range of descriptive phrases including some collective nouns.	When encouragement is given, some descriptive phrases are used.	Some descriptive phrases, including the use of collective nouns are included.	Well-chosen descriptive phrases, including the imaginative use of collective nouns, are used.
To organise writing appropriately	Use organisational devices such as headings and subheadings.	When writing frames or similar support are provided, organisational features are used.	Organisational devices are used effectively.	Organisational devices are generally used effectively.
	Use the perfect form of verbs to mark relationships of time and cause, for example, Present perfect: She has arrived. Past perfect: By the time we arrived at the party, it had ended. Future perfect: By the time we arrive the party will have ended.	When help is provided, the perfect forms of verbs are used appropriately with the correct endings of past participles for regular (-ed) verbs.	The perfect forms of verbs are used in conjunction with appropriate past participle endings for both regular and some irregular verbs. For example, (She has become; Over the years she became; By the time she was eleven she had become.)	The perfect forms of verbs are used effectively to show when an event happens. An understanding is demonstrated of how time shifts may be created through the use of language.
	Use connectives that signal time, shift attention, inject suspense and shift the setting.	When a framework or examples are provided, connectives are used.	A range of connectives and effective choices are generally made.	A good range of connectives is used to convey the passing of time, to inject suspense and to shift attention.
To use paragraphs	Organise paragraphs around a theme.	When examples are provided, paragraphs focus on a theme.	Paragraphs are well organised around a theme.	A theme is clearly introduced and developed, and remains consistent throughout each paragraph.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
	Sequence paragraphs.	An attempt to create a logical sequence for paragraphs can be seen.	Paragraphs have a logical order although there may be some examples of paragraphs out of logical sequence.	A clear and logical sequence of paragraphs is evident.
To use sentences appropriately	Use a mixture of simple, compound and complex sentences.	When help is provided, writing includes a mixture of sentence types.	An effective mixture of sentence types is used.	Writing demonstrates well-chosen and correctly punctuated sentence types.
	Write sentences that include: conjunctions, adverbs, direct speech is punctuated correctly, uses clauses and adverbial phrases.	Some of the features listed are used in writing.	Most of the features listed are used in writing.	Sentences include all of the features listed, as appropriate for the type of writing. Direct speech is almost always punctuated correctly.
	Transcription			
To present neatly	Join letters, deciding which letters are best left un-joined.	Writing is beginning to be joined appropriately. Some letters that it would be better not to join have been joined.	Writing generally shows appropriately and consistently joined letters.	Writing almost always shows fluent, joined letters.
	Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.	Writing is beginning to show parallel downstrokes and appropriate spacing.	Writing generally shows accurate spacing and well-formed letters.	Writing is easy to read due to clear and thoughtful spacing and parallel downstrokes.
To spell correctly	Use prefixes and suffixes, and understand how to add them.	When examples are provided, prefixes and suffixes are used.	Prefixes and suffixes are often used.	Well-chosen prefixes and suffixes are used correctly.
	Spell homophones correctly.	Some homophones are used correctly, while others may be misused.	Most homophones are used correctly.	Almost all homophones are used correctly.
	Spell correctly often misspelled words.			
	Place the possessive apostrophe in words with regular and irregular plurals.	When guidance is provided, the possessive apostrophe is used for regular plurals.	The possessive apostrophe for both regular and irregular plurals is used.	The possessive apostrophe for both regular and irregular plurals is used accurately and consistently.
To punctuate accurately	Use commas after fronted adverbials.	When examples are provided, sentences that begin with an adverb are correctly punctuated. (For example: Unexpectedly, there was a loud knock at the door.)	Fronted adverbials are correctly punctuated.	Fronted adverbials are correctly punctuated.
	Use and punctuate direct speech.	When guidance is provided, direct speech is contained within speech marks (inverted commas).	Direct speech is generally contained within speech marks. Capital letters are generally used for the first letter of the first word of each sentence within the speech marks. Direct speech is separated from the rest of the sentence, usually by a comma. (For example: Dad said softly, "Please sit down.")	In addition to the fluent use of speech punctuation as outlined in 'Advanced', the following is used and applied correctly: When breaking direct speech up, by inserting information about who is speaking, capital letters for the first word inside the second set of speech marks are not used. (For example: "If you think you can speak to me like that," she said, "you had better think again!"
	Analysis and Presentation			

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
To analyse writing	Use and understand grammatical terminology when discussing reading and writing: Year 3, word family, conjunction, adverb, preposition, direct speech, speech marks (inverted commas), prefix, consonant, vowel, clause, subordinate clause. Year 4, pronoun, possessive pronoun, adverbial.	The use of Year 3 terminology is growing and applied in most cases.	The use of Year 3 terminology is fluently applied and some of the Year 4 terminology is understood and used.	The Year 3 and 4 terminology is fluently applied throughout a range of reading and writing activities.
To present writing	Read aloud to a group or whole class, using appropriate intonation.	When encouragement and support are provided, presentations are beginning to show confidence and appropriate intonation.	Appropriate intonation is attempted in most cases.	Presentation is articulate and intonation, pace and variation in volume show a good awareness of the audience.

Assessment criteria for writing

Milestone 3

Note: Independently or 'without support' means – Choosing to by oneself not when asked.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
	Composition			
To write with purpose	Identify the audience for writing. [W] [11]	When guidance is provided, the audience for writing is identified. [W]	Writing shows an awareness of the audience.	Writing shows a strong awareness of the audience. [11]
	Choose the appropriate form of writing using the main features identified in reading. [W] [W3] [1] [10] [12]	When structures are provided, writing is organised in line with its purpose. When support is provided, the main features of a type of writing are included. [W] [W3}	The appropriate form of writing for its intended purpose is chosen. The main features of a type of writing are used, including the degree of formality. [1]	The appropriate form of writing is chosen for its purpose. The main features of the type of writing chosen are fluently and consistently applied. Shifts between levels of formality are managed well. [10] [12]
To use imaginative description	Use the techniques that authors use to create characters, settings and plots. [W2] [2] [4]	Characters, settings and plots are successfully developed. [W2]	A good range of techniques, including adverbs, preposition phrases and expanded noun-phrases, is used to create characters, settings and plots. [2] [4]	Writing shows an impressive understanding of how to create characterisation, settings and plots.
	Create vivid images by using alliteration, similes, metaphors and personification.	When guidance is provided, alliteration, similes, metaphors and personification are used appropriately.	Writing demonstrates a lively imagination, including the successful and appropriate use of alliteration, similes, metaphors and personification.	Vivid and believable images capture and sustain the reader's attention.
	Interweave descriptions of characters, settings and atmosphere with dialogue. [3]	Dialogue and descriptions of characters, settings and atmosphere tend to be in separate blocks.	There is some evidence of an attempt to interweave plot with descriptions of characters and settings. [3]	Dialogue and descriptions of characters, settings and atmosphere are successfully interweaved.
To organise writing appropriately	Guide the reader by using a range of organisational devices, including a range of connectives.	When guidance or frameworks are provided, organisational features are used appropriately.	Key organisational devices are used appropriately. Connectives are usually well chosen but may appear formulaic.	A range of effective organisational features are used. Connectives are well chosen for the intended purpose.
	Choose effective grammar and punctuation.	A growing awareness of effective grammar and punctuation is emerging.	Effective grammar and punctuation are often used.	Effective grammar and punctuation are used accurately and efficiently.
	Ensure the correct use of tenses throughout a piece of writing. [6]	Tenses are generally used correctly throughout a piece of writing, although there are some exceptions.	Tenses are used correctly throughout a piece of writing. [6]	Verb forms are used correctly and altered accurately within a piece of writing. (The perfect forms of verbs are used effectively.)

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
To use paragraphs	Write paragraphs that give the reader a sense of clarity. [W1]	Paragraphs may, at times, refer to previously introduced ideas, which may not mean absolute clarity for the reader. [W1]	Paragraphs generally make sense if read alone.	Each paragraph introduces a theme and expands upon it in appropriate detail.
	Write paragraphs that make sense if read alone.	Paragraphs are beginning to make sense if read alone.	Paragraphs typically make sense if read alone.	When read alone, paragraphs make sense and when read together they provide clarity.
	Write cohesively at length. [W1] [5]	Shorter pieces of writing are clear and cohesive but longer pieces may lack cohesion. [W1]	Pieces of writing, even longer pieces, are generally cohesive. [5]	Longer pieces of writing are cohesive.
To use sentences appropriately	Write sentences that include: Relative clauses, modal verbs, relative pronouns, brackets, parenthesis mixture of active and passive voice, a clear subject and object, hyphens, colons and semi colons, bullet points. [4] [5]	Some of the features listed are evident. Support may be required.	Most of the features listed are evident. [4] [5]	Almost all of the features listed are evident. Features are independently applied without prompts or reminders.
	Transcription			
To present neatly	Write fluently and legibly with a personal style. [W6] [9]	Writing is usually presented in a legible style. Some inconsistencies in style may appear, especially in longer pieces of writing. [W6]	Writing is generally fluent with some evidence of a consistent personal style emerging. [9]	Writing is fluent and legible with a clear and consistent personal style.
To spell correctly	Use prefixes appropriately.	When help is provided, prefixes are used appropriately.	Prefixes are used appropriately.	Prefixes are used appropriately.
	Spell correctly some words with silent letters.	Words with silent letters are used, although there may be some spelling errors.	Some words with silent letters are used and spelled correctly.	Words with silent letters are spelled correctly.
	Spell the vast majority of words correctly. [W5] [8]	Spelling shows a good understanding of the rules and exceptions to the rules. All of the Years 3/4 words and some of the Years 5/6 words are spelled correctly. [W5]	Most words, including commonly misspelled words, technical or subject specific words are spelled correctly. [8]	The vast majority of words, including technical or scientific words, are spelled correctly.
To punctuate accurately	Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing, and by using hyphens to avoid ambiguity. [13]	Some of the features listed are evident.	Most of the features listed are evident.	All of the features listed are evident. [13]

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
	Use brackets, sashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, and punctuating bullet points consistently. [7] [12]	Support may be required.	Features are mostly correct. [7]	Features for the full range of punctuation are independently applied without prompts or reminders and are mostly correct. [12]
	Analysis and Presentation			
To analyse writing	Use and understand grammatical terminology when discussing writing and reading. Year 5: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. Year 6, active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.	Most of the features in the Year 5 list are evident.	All of the features in the Year 5 list are evident.	All of the features in the Year 5 list are evident. Year 6 lists are evident.
To present writing	Perform compositions, using appropriate intonation and volume.	Performances show growing awareness of and experimentation with intonation, volume and pace.	Performances show confidence, appropriate intonation and good pace and volume.	Performances are confident and clear and show excellent awareness of the audience. Pace, volume and intonation are altered well for effect and the reaction of the audience is very positive.