

Writing moderation guide

YEARS 1, 3, 4 AND 5

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This book, Writing Moderation Guide for Years 1, 3, 4 and 5, provides support for teachers of these year groups and also to English and assessment leaders in primary schools. The focus is on pupils' writing and the assessment of writing.

It supports teachers' judgements through a clear focus on the National Curriculum requirements and differentiates between writing that is not yet at expected standards for a year group, writing that meets end of year expected standards and writing at greater depth within the expected standards for a year group.

The following assessment areas are considered:

- Composition and effect
- Structure and organisation
- Grammar, sentence structure and vocabulary
- Punctuation
- Drafting, editing and proof reading
- Spelling and handwriting

The documents can be used as a guide or printed for each child, to show evidence of standards in writing.

	Working towards expected standard	Working at the expected standard	Working at greater depth
Year 1	Overall, the concept of a sentence is not yet secure.	Overall, the Year 1 learning is applied accurately with secure sentence structure.	Overall, all writing demonstrates an accuracy in sentence structure and a growing awareness of the reader.
Year 3	Overall, the effectiveness and accuracy of writing is inconsistent, based on the end of year expectations.	Overall, the Year 3 learning is applied effectively, accurately and independently. Written texts demonstrate increasing stamina for writing.	Overall, all writing demonstrates an awareness of the reader with accurate and effective use of grammar and vocabulary. Writing is engaging and maintains the reader's interest.
Year 4	Overall, the effectiveness and accuracy of writing is inconsistent, based on the end of year expectations.	Overall, the Year 4 learning is applied effectively, accurately and independently. Written texts demonstrate increasing stamina for writing.	Overall, all writing demonstrates an awareness of the reader with accurate and effective use of grammar and vocabulary. Writing is engaging and maintains the reader's interest.
Year 5	Overall, the effectiveness and accuracy of writing is inconsistent, based on the end of year expectations.	Overall, the Year 5 learning is applied effectively, accurately and independently. Written texts demonstrate increasing stamina for writing.	Overall, all writing demonstrates an awareness of the reader with accurate and effective use of grammar and vocabulary. Writing is engaging and maintains the reader's interest.

YEAR 1 – COMPOSITION AND EFFECT

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> Some attempts to write a sequence of events	<input type="checkbox"/> Meaningful sequences of sentences are written	<input type="checkbox"/> In narrative writing, structures and language are used from familiar stories effectively and accurately
<input type="checkbox"/> Repeated sentence patterns may result in a list of sentences	<input type="checkbox"/> Structures from familiar stories are evident in narrative writing	<input type="checkbox"/> In non-narrative recounts, events are related with some detail and may include a personal comment
<input type="checkbox"/> Attempts to use structures from familiar stories are made	<input type="checkbox"/> In non-narrative writing, events are recounted in sequence	<input type="checkbox"/> Writing may start to show a 'voice'
<input type="checkbox"/> Mediation isn't necessary to understand the meaning	<input type="checkbox"/> Sentences are rehearsed orally before writing	<input type="checkbox"/> Sentences are rehearsed orally before writing
<input type="checkbox"/> Sentences are rehearsed orally before writing		

YEAR 1 – STRUCTURE AND ORGANISATION

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> There is some evidence of basic sequences	<input type="checkbox"/> Narrative and recount writing is structured appropriately	<input type="checkbox"/> Writing demonstrates a growing understanding of different text types

YEAR 1 – GRAMMAR, SENTENCE STRUCTURE AND VOCABULARY

Working towards expected standard	Working at the expected standard	Working at greater depth
<p><input type="checkbox"/> Sentence structures are basic and not always accurate</p> <p><input type="checkbox"/> Similar sentence patterns may be repeated</p> <p><input type="checkbox"/> Some key narrative language may be used following oral rehearsal</p> <p><input type="checkbox"/> Writing tends to draw on spoken language</p>	<p><input type="checkbox"/> Sentence structure is mainly accurate</p> <p><input type="checkbox"/> Compound sentences are used to join ideas using the conjunction 'and'</p> <p><input type="checkbox"/> The use of other conjunctions may be attempted</p> <p><input type="checkbox"/> Word choices are relevant to the context and word banks are used to support this</p> <p><input type="checkbox"/> The use of some adjectives to add detail may be evident</p>	<p><input type="checkbox"/> Sentence structure is consistently accurate</p> <p><input type="checkbox"/> Simple and compound sentences are used appropriately</p> <p><input type="checkbox"/> Some use of complex sentences may be evident</p> <p><input type="checkbox"/> Words are carefully chosen and vocabulary from word banks and from stories is included</p> <p><input type="checkbox"/> Some well-chosen adjectives are used to add details</p>

YEAR 1 – PUNCTUATION

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> Spaces between words are mostly used <input type="checkbox"/> Capital letters and full stops are sometimes used to demarcate sentences <input type="checkbox"/> The person pronoun 'I' may not always be capitalised	<input type="checkbox"/> Words are appropriately spaced <input type="checkbox"/> Capital letters and full stops are mostly used correctly to demarcate sentences <input type="checkbox"/> Some evidence of other end marks – exclamation marks and question marks <input type="checkbox"/> Capital letters for the pronoun 'I' and for proper nouns are used consistently	<input type="checkbox"/> Sentences are demarcated consistently with capital letters and full stops, plus exclamation marks and question marks as appropriate <input type="checkbox"/> Capital letters for the pronoun 'I' and for proper nouns are used consistently

YEAR 1 – DRAFTING, EDITING AND PROOF READING

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> Checks are made that writing makes sense through discussion with an adult or peer <input type="checkbox"/> Changes are made with adult support	<input type="checkbox"/> Checks are made that writing makes sense through reading aloud and sometimes with prompting <input type="checkbox"/> Changes are made following discussion or marking	<input type="checkbox"/> Independent checks are made that writing makes sense <input type="checkbox"/> Changes are made following re-reading and reflection

YEAR 1 – SPELLING AND HANDWRITING

Working towards expected standard	Working at the expected standard	Working at greater depth
<p><input type="checkbox"/> Most words with phonemes already taught are spelt accurately</p> <p><input type="checkbox"/> Most common exception words from the Year 1 curriculum are spelt accurately</p> <p><input type="checkbox"/> Most letters are formed and orientated correctly</p>	<p><input type="checkbox"/> Most words with phonemes already taught, and common exception words from the Year 1 curriculum are spelt accurately</p> <p><input type="checkbox"/> Spelling rules and patterns from Year 1 are being used with increasing accuracy</p> <p><input type="checkbox"/> Letters are correctly formed and orientated, and start and finish correctly</p>	<p><input type="checkbox"/> Taught spelling rules and patterns are used independently and accurately</p> <p><input type="checkbox"/> Letters are correctly formed and orientated, and start and finish correctly</p>

Preview Only

YEAR 3 – COMPOSITION AND EFFECT

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> The purpose, and audience, are made clear with the opening	<input type="checkbox"/> The purpose, and audience, are clear and sustained through the text	<input type="checkbox"/> The purpose, and audience, are established and sustained through the text
<input type="checkbox"/> Purpose and audience may not be sustained through the complete text	<input type="checkbox"/> In narrative writing, resolutions and endings are developed	<input type="checkbox"/> There is some evidence of the writer's viewpoint
<input type="checkbox"/> The ending may be abrupt	<input type="checkbox"/> In non-narrative writing, endings are related to the content	
<input type="checkbox"/> Differences between narrative and non-narrative writing may not always be clear or sustained	<input type="checkbox"/> Relevant detail is used to create a 'picture' for the reader, or to clarify information	

Preview Only

YEAR 3 – STRUCTURE AND ORGANISATION

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> Writing is structured into a sequence of events which are related to one another	<input type="checkbox"/> Writing is structured appropriately for the context	<input type="checkbox"/> Writing is structured appropriately for the context, purpose and audience
<input type="checkbox"/> Events may not always be well-paced	<input type="checkbox"/> In narrative writing, sections are organised to support meaning	<input type="checkbox"/> Different structures may be chosen independently to support the purpose and engage the reader
<input type="checkbox"/> Narratives are organised into an opening, middle and end – but may not be well balanced	<input type="checkbox"/> Paragraphs may be used to signal a change in setting	<input type="checkbox"/> Ideas and material are confidently grouped together to form paragraphs, showing more confidence in grouping ideas
<input type="checkbox"/> Openings may be over-developed with too much character or setting detail	<input type="checkbox"/> In non-narrative writing, similar information is grouped into sections, with some effective use of paragraphs	<input type="checkbox"/> In non-narratives, simple devices (such as headings and sub-headings) are selected independently to guide the reader
<input type="checkbox"/> Non-narrative uses an appropriate structure for the text type, with an opening statement and an attempt at a closing sentence	<input type="checkbox"/> In non-narrative writing, simple suggested devices (including headings and sub-headings) guide the reader through the text	
<input type="checkbox"/> Some attempt is made to group relevant material		

YEAR 3 – GRAMMAR, SENTENCE STRUCTURE AND VOCABULARY

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> Simple and compound sentences are mostly used accurately	<input type="checkbox"/> Simple and compound sentences are used accurately	<input type="checkbox"/> Simple, compound and complex sentences are used accurately and confidently to add flow to writing
<input type="checkbox"/> Sentences with different functions are used appropriately and mostly punctuated accurately	<input type="checkbox"/> Complex sentences are used to convey more than one idea or piece of information, or to explain or give reasons	<input type="checkbox"/> Some evidence of multi-clause sentences, although these may not be well controlled
<input type="checkbox"/> Attempts are made to use complex sentences but may lack control and be grammatically inaccurate	<input type="checkbox"/> Sentence openings are varied	<input type="checkbox"/> Sentence openings are varied and chosen effectively
<input type="checkbox"/> A range of conjunctions is used to form compound and complex sentences	<input type="checkbox"/> Models taken from reading are evident	<input type="checkbox"/> Conjunctions, adverbs and prepositions are used to sequence, and to express place and cause confidently
<input type="checkbox"/> Present and past tenses are mostly used appropriately and consistently, with some use of the progressive forms	<input type="checkbox"/> Conjunctions, adverbs and prepositions are used to sequence, and to express place and cause	<input type="checkbox"/> First and third person, and tenses, are used consistently and accurately
<input type="checkbox"/> Word choices are considered and used to convey clear meaning or to engage the reader	<input type="checkbox"/> Present and past tense are used appropriately and consistently, with use of the progressive forms	<input type="checkbox"/> Vocabulary is chosen deliberately to create effects, including the use of technical or specific words
<input type="checkbox"/> Detail is used to create an effect, particularly with noun phrases – mostly expanded by adjectives and adverbials	<input type="checkbox"/> Use of first and third person is mostly sustained	<input type="checkbox"/> Added detail is carefully used to build a picture for the reader with effective use of adverbials
	<input type="checkbox"/> Word choices are adventurous and carefully selected to add detail and to engage the reader	
	<input type="checkbox"/> Detail is added by the expansion of noun phrases before and after the noun, and with the use of adverbials	

YEAR 3 – PUNCTUATION

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> Capital letters, full stops, exclamation marks and question marks are mostly used accurately to demarcate sentences	<input type="checkbox"/> Punctuation used to mark the end of a sentence is mostly accurate	<input type="checkbox"/> Punctuation already taught is used accurately and independently
<input type="checkbox"/> Capital letters are mostly used accurately for proper nouns	<input type="checkbox"/> Capital letters are used accurately for proper nouns	<input type="checkbox"/> Commas are often used to mark phrases and clauses
<input type="checkbox"/> Apostrophes for common contractions are mostly correct	<input type="checkbox"/> Apostrophes for contractions are used correctly	
<input type="checkbox"/> Apostrophes for possession are used but not always accurately	<input type="checkbox"/> Apostrophes for possession are used with increasing accuracy, including plural possession	
<input type="checkbox"/> Some use of inverted commas is used to punctuate direct speech, although this may not always be accurate	<input type="checkbox"/> Inverted commas are mostly used correctly to punctuate speech	
	<input type="checkbox"/> Commas are sometimes used to mark clauses and phrases	

YEAR 3 – DRAFTING, EDITING AND PROOF READING

Working towards expected standard	Working at the expected standard	Working at greater depth
<p><input type="checkbox"/> Planning supports and scaffolding materials are used to draft and re-draft writing</p> <p><input type="checkbox"/> Writing is proof-read to check for inaccuracies in spelling, grammar or punctuation</p> <p><input type="checkbox"/> Improvements and changes are made to writing with support or explicit suggestion</p>	<p><input type="checkbox"/> First drafts draw on ideas and models</p> <p><input type="checkbox"/> Writing is proof-read to check for inaccuracies in spelling, grammar and punctuation with developing precision</p> <p><input type="checkbox"/> Improvements and changes are made following discussion or marking</p>	<p><input type="checkbox"/> Planning is undertaken independently</p> <p><input type="checkbox"/> Writing is proof-read to check for inaccuracies in spelling, grammar and punctuation consistently</p> <p><input type="checkbox"/> Improvements and changes are made following discussion and reflection, with growing confidence</p>

YEAR 3 – SPELLING AND HANDWRITING

Working towards expected standard	Working at the expected standard	Working at greater depth
<p><input type="checkbox"/> Common exception words are spelt correctly</p> <p><input type="checkbox"/> Some evidence that the spelling rules from Year 3/4 are being used accurately</p> <p><input type="checkbox"/> Diagonal and horizontal strokes are used to join letters as appropriate</p>	<p><input type="checkbox"/> Spelling rules and patterns from Year 3/4 are being used with increasing accuracy</p> <p><input type="checkbox"/> Diagonal and horizontal strokes are used to join letters as appropriate</p>	<p><input type="checkbox"/> Spelling rules and patterns, including exceptions to the rules, are being used accurately</p> <p><input type="checkbox"/> Diagonal and horizontal strokes are used to join letters as appropriate</p>

YEAR 4 – COMPOSITION AND EFFECT

Working towards expected standard	Working at the expected standard	Working at greater depth
<p><input type="checkbox"/> In narratives, there is evidence of a more structured sequence of events with more developed characters</p> <p><input type="checkbox"/> Narrative openings are less focussed on character or setting description</p> <p><input type="checkbox"/> Non-narrative writing is clear and informative, and the difference between narrative and non-narrative writing is clear</p>	<p><input type="checkbox"/> Narratives include a clear plot, detailed settings and characters</p> <p><input type="checkbox"/> Characters are developed through show, and not tell, techniques</p> <p><input type="checkbox"/> Endings are developed and close the narrative appropriately, relating to the beginning or a change in character</p> <p><input type="checkbox"/> Non-narrative has a clear purpose and provides the reader with relevant information</p>	<p><input type="checkbox"/> Narratives are well developed and well-paced</p> <p><input type="checkbox"/> Characters are developed through show, and not tell, techniques - using their actions, dialogue and reactions</p> <p><input type="checkbox"/> Non-narrative texts inform the reader effectively, giving sufficient background information</p>

Preview Only

YEAR 4 – STRUCTURE AND ORGANISATION

Working towards expected standard	Working at the expected standard	Working at greater depth
<p><input type="checkbox"/> Narrative writing has an evident beginning, middle and end</p> <p><input type="checkbox"/> Paragraphs are beginning to be used to organise material or ideas</p> <p><input type="checkbox"/> Non-narrative writing structures are mostly appropriate for the audience and purpose</p> <p><input type="checkbox"/> In non-narrative writing, an opening statement, ordered sections and a closing sentence are evident</p>	<p><input type="checkbox"/> Narrative writing is organised into clear sequences with more than a basic beginning middle and end</p> <p><input type="checkbox"/> Paragraphs are used to signal a change in event, time or place</p> <p><input type="checkbox"/> In non-narrative texts, paragraphs have a topic sentence which introduces the content of the paragraph</p> <p><input type="checkbox"/> Structure of the selected non-narrative text type is sustained throughout the text</p>	<p><input type="checkbox"/> Narrative structure is well developed and well-paced</p> <p><input type="checkbox"/> Paragraphs are well structured, aid cohesion and guide the reader through the text</p>

Preview Only

YEAR 4 – GRAMMAR, SENTENCE STRUCTURE AND VOCABULARY

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> Simple, compound and complex sentences are mostly used accurately	<input type="checkbox"/> Simple, compound and complex sentences are used effectively to convey complicated or detailed information and ideas	<input type="checkbox"/> A range of sentence types is used confidently and appropriately, according to the text type, purpose and audience
<input type="checkbox"/> An increasing range of conjunctions are used to extend sentences for different purposes	<input type="checkbox"/> Fronted adverbials of place, time and manner are used effectively	<input type="checkbox"/> Sentences are mostly well-structured and include the more controlled use of multi-clause sentences
<input type="checkbox"/> Some use of fronted adverbials, which adds to the variety of sentence openers	<input type="checkbox"/> Sentences are often opened in different ways to create effects	<input type="checkbox"/> Sentences are opened in different ways to create effects, including the positioning of clauses and the use of fronted adverbials
<input type="checkbox"/> Tense is selected and sustained throughout the text	<input type="checkbox"/> Pronouns are used to avoid repetition and may also support cohesion across the text	<input type="checkbox"/> Pronouns are used to avoid repetition and to support cohesion across the text
<input type="checkbox"/> Detail is added with noun phrases, expanded before and after the noun, with adjectives and prepositional phrases	<input type="checkbox"/> Detail is added with noun phrases, which are expanded before and after the noun	<input type="checkbox"/> Carefully thought-out detail is added with noun phrases - expanded before and after the noun
<input type="checkbox"/> Pronouns are sometimes used correctly to avoid repetition	<input type="checkbox"/> Details mostly add interest, create effects and engage the reader	<input type="checkbox"/> Noun phrases are expanded using adjectives, prepositional phrases and adverbial phrases
<input type="checkbox"/> Vocabulary, including specific technical words, is sometimes chosen with the reader in mind to create effect and sustain interest	<input type="checkbox"/> Verbs are often chosen to describe or to show, not tell	<input type="checkbox"/> Details add interest, create effects and engage the reader
<input type="checkbox"/> Verbs are also sometimes used to describe and show, not tell	<input type="checkbox"/> Words are mostly selected deliberately and carefully, including specific and technical vocabulary	<input type="checkbox"/> Verbs are chosen to describe or to show, not tell
<input type="checkbox"/> Adjectives are sometimes modified for emphasis		<input type="checkbox"/> Words are mostly selected deliberately and carefully, including specific and technical vocabulary

YEAR 4 – PUNCTUATION

Working towards expected standard	Working at the expected standard	Working at greater depth
<p><input type="checkbox"/> Most sentences are demarcated correctly</p> <p><input type="checkbox"/> Some use of commas for fronted adverbials</p> <p><input type="checkbox"/> Inverted commas are used to indicate the beginning and end of direct speech</p>	<p><input type="checkbox"/> All sentences are demarcated correctly</p> <p><input type="checkbox"/> Commas are mostly used correctly for fronted adverbials</p> <p><input type="checkbox"/> Inverted commas and punctuation within them are used correctly</p> <p><input type="checkbox"/> A comma for the reporting clause is mostly used correctly</p>	<p><input type="checkbox"/> Commas are used consistently for fronted adverbials</p> <p><input type="checkbox"/> Inverted commas, the punctuation within them and the comma for the reporting clause are used accurately</p>

Preview Only

YEAR 4 – DRAFTING, EDITING AND PROOF READING

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> First drafts draw on scaffolds and prompts provided	<input type="checkbox"/> Drafting, re-drafting and the editing process is used independently to make improvements to writing	<input type="checkbox"/> Drafting, re-drafting and the editing process is used independently to make improvements to writing following evaluation of impact
<input type="checkbox"/> Attempts are made to re-draft and edit writing to make improvements	<input type="checkbox"/> Process is focussed on impact and effect	<input type="checkbox"/> Process is focussed on impact and effect
<input type="checkbox"/> Support may be needed to make effective improvements	<input type="checkbox"/> Writing is proof-read independently for accuracy and amendments are made	<input type="checkbox"/> Writing is proof-read independently for accuracy and amendments are made
<input type="checkbox"/> Reads independently and makes appropriate changes with a specific check list		

YEAR 4 – SPELLING AND HANDWRITING

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> The spelling rules and patterns from Year 3/4 are being used with some accuracy	<input type="checkbox"/> The spelling rules and patterns from Year 3/4 are being used accurately with some exception words also spelt correctly	<input type="checkbox"/> The spelling rules and patterns for Year 3/4 are being used accurately, including the confident application of these
<input type="checkbox"/> Diagonal and horizontal strokes are used to join letters as appropriate	<input type="checkbox"/> Diagonal and horizontal strokes are used to join letters as appropriate	<input type="checkbox"/> Diagonal and horizontal strokes are used to join letters as appropriate
	<input type="checkbox"/> Developing fluent, joined handwriting	<input type="checkbox"/> Developing fluent, joined handwriting

YEAR 5 – COMPOSITION AND EFFECT

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> Writing for a range of purposes and audiences is evident	<input type="checkbox"/> Writing for a range of audiences is evident and the purpose is made clear – to inform, entertain, persuade etc.	<input type="checkbox"/> Writing for a range of audiences is evident, the purpose is made clear and these may be manipulated to create impact
<input type="checkbox"/> There may be attempts to directly address the reader	<input type="checkbox"/> The reader is often directly addressed	<input type="checkbox"/> Writing for a range of audiences is evident, the purpose is made clear and these may be manipulated to engage the reader
<input type="checkbox"/> In narrative writing, events are usually well-paced and logically related	<input type="checkbox"/> In narrative writing, the plot is well-developed, paced and sequenced	<input type="checkbox"/> The reader is often directly addressed
<input type="checkbox"/> Characters are developed with action and description	<input type="checkbox"/> Characters are developed with description, dialogue and actions – these may be used to move events forward	<input type="checkbox"/> In narrative writing, the plot is well-developed, paced and sequenced
<input type="checkbox"/> Setting descriptions are used to create atmosphere	<input type="checkbox"/> Settings are used to not only create atmosphere, but to also indicate a change	<input type="checkbox"/> Dialogue between characters develops the reader’s understanding of the characters
<input type="checkbox"/> Characters are sometimes used to move events forward	<input type="checkbox"/> In non-narrative writing, content is well-developed and logically linked	<input type="checkbox"/> Settings are used to not only create atmosphere, but also indicate a change in atmosphere or mood
<input type="checkbox"/> In non-narrative writing, content is developed	<input type="checkbox"/> The writer’s, narrator’s or character’s viewpoint is consistent and controlled throughout the text	<input type="checkbox"/> In non-narrative writing, content is well-developed and logically linked – the writer’s viewpoint is evident
<input type="checkbox"/> The writer’s, narrator’s or character’s viewpoint is established and usually sustained	<input type="checkbox"/> Models from reading may be used or integrated into writing	<input type="checkbox"/> Viewpoint is well controlled and convincing – this may be the writer’s, narrator’s or a character’s
<input type="checkbox"/> Models from reading are often used to support composition		<input type="checkbox"/> Models from reading may be manipulated or inserted into writing for specific reasons

YEAR 5 – STRUCTURE AND ORGANISATION

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> Writing is organised appropriately for the purpose and the audience	<input type="checkbox"/> Structure and organisation of text is selected according to the audience and purpose, and is sustained	<input type="checkbox"/> Structure and organisation of text selected according to the audience and purpose – this may be deliberately manipulated for effect
<input type="checkbox"/> The chosen structure is maintained	<input type="checkbox"/> Narrative writing is well-developed, using paragraphs to mark changes of time, setting and event	<input type="checkbox"/> Writing shows deliberate adaptation of the features of the chosen structure for the purpose or audience for the writing
<input type="checkbox"/> Paragraphs are used to signal changes in time, setting, place or information	<input type="checkbox"/> Shifts in time and place are managed effectively and guide the reader through the text	<input type="checkbox"/> Paragraphs are well-controlled and shape the text, guiding the reader effectively through shifts in time and place
<input type="checkbox"/> Shifts in time and place may not be well-managed	<input type="checkbox"/> Topic sentences are used to establish the main idea of the paragraph in non-narrative writing	<input type="checkbox"/> Paragraphs are well-controlled and shape the text, guiding the reader effectively through changes of events or information
<input type="checkbox"/> Paragraphs often open with fronted adverbials	<input type="checkbox"/> Fronted adverbials are often used to link ideas across paragraphs	<input type="checkbox"/> Topic sentences are used to introduce the main idea of the paragraph as well as to establish links across paragraphs
<input type="checkbox"/> Attempts are made to link paragraphs, which may not always provide a smooth transition	<input type="checkbox"/> Within paragraphs, ideas are developed and linked	<input type="checkbox"/> Within paragraphs, ideas are developed and well sequenced
<input type="checkbox"/> In non-narrative writing, topic sentences mostly introduce the content of the new paragraph	<input type="checkbox"/> In non-narrative, appropriate organisational devices are used	<input type="checkbox"/> A range of layout conventions and presentational devices are used
<input type="checkbox"/> In non-narrative writing, appropriate organisational devices are used to support the text structure		

YEAR 5 – GRAMMAR, SENTENCE STRUCTURE AND VOCABULARY

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> Simple, compound and complex sentences are used to extend meaning and add variety and interest as appropriate	<input type="checkbox"/> Simple, compound and complex sentences are used to extend meaning and add variety and interest, as appropriate, for the purpose	<input type="checkbox"/> Simple, compound and complex sentences are used to extend meaning and add variety and interest as to impact on the reader
<input type="checkbox"/> Sentences used may not be well-controlled, especially multi-clause sentences	<input type="checkbox"/> Simple, compound and complex sentences are used to extend meaning and add variety and interest, as appropriate, for the audience	<input type="checkbox"/> Expanded phrases and clauses are used to add information or detail appropriate to the purpose and audience
<input type="checkbox"/> Some appropriate use of relative clauses	<input type="checkbox"/> Expanded phrases and clauses are used to add information or detail	<input type="checkbox"/> Expanded phrases and clauses are used to add information or detail, including relative clauses
<input type="checkbox"/> Direct and reported speech are mostly used correctly	<input type="checkbox"/> Direct and reported speech are used correctly	<input type="checkbox"/> Direct and reported speech are used accurately and effectively
<input type="checkbox"/> Modal verbs are used to indicate certainty or possibility	<input type="checkbox"/> Relative clauses are used to add information	<input type="checkbox"/> Words are carefully and deliberately selected, and used precisely, to clarify meaning and to enhance effect
<input type="checkbox"/> Adverbials and expanded noun phrases and well-chosen verbs are used to add detail and information	<input type="checkbox"/> Modal verbs are used to indicate certainty or possibility, and to position an argument	<input type="checkbox"/> Words are carefully and deliberately selected, and used precisely, to increase or slow the pace and create mood
<input type="checkbox"/> Word choices are often adventurous and thoughtful, and used with increasing precision	<input type="checkbox"/> Adverbs may be used to indicate degrees of possibility	
	<input type="checkbox"/> Word choices are selected for deliberate effect and used with thoughtfulness and precision	

YEAR 5 – PUNCTUATION

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> All sentences are demarcated correctly	<input type="checkbox"/> All sentences are demarcated correctly	<input type="checkbox"/> Commas are used accurately to clarify meaning and avoid ambiguity
<input type="checkbox"/> Commas are mostly used to separate clauses and phrases	<input type="checkbox"/> Commas are mostly used to separate clauses and phrases, and clarify meaning	<input type="checkbox"/> A colon or semi-colon may be used to link separate clauses
<input type="checkbox"/> Attempts are made to use commas to avoid ambiguity	<input type="checkbox"/> Commas are sometimes used to avoid ambiguity	<input type="checkbox"/> Brackets, dashes or commas are used to indicate parenthesis
<input type="checkbox"/> Inverted commas and punctuation to indicate direct speech are mostly used correctly	<input type="checkbox"/> Colon is used to introduce a list	
<input type="checkbox"/> Colon may be used to introduce a list	<input type="checkbox"/> Inverted commas and punctuation to indicate direct speech are used correctly	
	<input type="checkbox"/> Some use of brackets, dashes or commas to indicate parenthesis	

YEAR 5 – DRAFTING, EDITING AND PROOF READING

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> First drafts draw on scaffolds and prompts provided	<input type="checkbox"/> Drafting, re-drafting and the editing process are used independently to make improvements to writing	<input type="checkbox"/> Drafting, re-drafting and the editing process are used independently to make improvements following evaluation of impact
<input type="checkbox"/> Attempts are made to re-draft and edit writing to make improvements	<input type="checkbox"/> Process is focussed on impact and effect	<input type="checkbox"/> Process is focussed on impact and effect
<input type="checkbox"/> Support may be needed to make effective improvements	<input type="checkbox"/> Writing is proof-read independently for accuracy and amendments are made	<input type="checkbox"/> Writing is proof-read independently for accuracy and amendments are made
<input type="checkbox"/> Proof-reads independently and appropriate changes are made with a specific check list		

YEAR 5 – SPELLING AND HANDWRITING

Working towards expected standard	Working at the expected standard	Working at greater depth
<input type="checkbox"/> The spelling rules and patterns from Year 5/6 are being used with some accuracy	<input type="checkbox"/> The spelling rules and patterns from Year 5/6 are being used accurately, with some exception words spelt correctly	<input type="checkbox"/> The spelling rules and patterns from Year 5/6 are being used accurately, including confident application of these
<input type="checkbox"/> Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters	<input type="checkbox"/> Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters	<input type="checkbox"/> Fluent, legible style developing
<input type="checkbox"/> Fluent, legible style developing	<input type="checkbox"/> Fluent, legible style developing	