

Writing moderation guide

YEARS 2 AND 6 – END OF KEY STAGES 1 AND 2

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Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent, and outcomes are reliable.

Schools should ensure that their teacher assessment judgements are moderated internally and, where possible, with other schools. This will quality-assure their judgements and provide a valuable opportunity for professional development.

Every year, 25 per cent of schools are also subject to statutory external moderation by local authorities of a sample of their outcomes English writing. This validates judgements to ensure that they are consistent with national standards. It is a collaborative process between schools and local authority moderators.

This book, Writing Moderation Guide for Years 2 and 6, 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 or for moderation purposes.

| | Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|---------------|--|--|--|
| Year 2 | Overall, the effectiveness and accuracy of writing is inconsistent based on the end of year expectations. | Overall, the Year 2 learning is applied affectively, accurately and independently and 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 6 | Overall, pupils' writing may lack consistency. It may demonstrate some of the features of the expected standard, but there will be insufficient control, some basic errors in accuracy and inconsistencies in application. | Overall, pupils' writing will be accurate and effective. Features of the expected standard will be controlled and used purposefully and accurately. Written texts will be well-crafted and engaging. | Overall, writing is independent, and all elements of the Year 6 curriculum are consistently and effectively applied appropriately to produce engaging, sustained and well-crafted texts. |

YEAR 2 – EXEMPLIFICATION STATEMENTS

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|---|--|---|
| <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> ▪ write sentences that are sequenced to form a short narrative (real or fictional) ▪ demarcate some sentences with capital letters and full stops ▪ segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others ▪ spell some common exception words ▪ form lower-case letters in the correct direction, starting and finishing in the right place ▪ form lower-case letters of the correct size relative to one another in some of their writing ▪ use spacing between words | <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> ▪ write simple, coherent narratives about personal experiences and those of others (real or fictional) ▪ write about real events, recording these simply and clearly ▪ demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required ▪ use present and past tense mostly correctly and consistently ▪ use co-ordination (e.g. or/and/but) and some subordination (eg. when/if/that/because) to join clauses ▪ segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others ▪ spell many common exception words ▪ form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters ▪ use spacing between words that reflects the size of the letters | <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> ▪ write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing ▪ make simple additions, revisions and proof-reading corrections to their own writing ▪ use the punctuation taught at Key Stage 1 mostly correctly ▪ spell most common exception words ▪ add suffixes to spell most words correctly in their writing (eg. –ment, –ness, –ful, –less, –ly) ▪ use the diagonal and horizontal strokes needed to join some letters |

YEAR 2 – COMPOSITION AND EFFECT

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|--|---|--|
| <input type="checkbox"/> Narratives are simple with an opening, a middle and an end | <input type="checkbox"/> In narrative writing, there is a clear sequence of events in chronological order | <input type="checkbox"/> Narrative writing is undertaken independently |
| <input type="checkbox"/> Endings are often very brief and may not relate effectively to the rest of the text | <input type="checkbox"/> Language patterns from familiar stories may be incorporated effectively into narrative | <input type="checkbox"/> Narrative texts are clearly structured and sequenced with an opening, more developed events in sections and a rounded ending |
| <input type="checkbox"/> Some non-narrative writing features are used | <input type="checkbox"/> In non-narrative, features of the chosen text types and content is sequenced effectively | <input type="checkbox"/> In narrative texts, the ending relates to the events in the text |
| <input type="checkbox"/> Shows a growing understanding of the difference between narrative and non-narrative | <input type="checkbox"/> In non-narrative, appropriate sentence patterns and word choices are evident | <input type="checkbox"/> Non-narrative texts are sequenced appropriately with ideas or information developed within each section |
| <input type="checkbox"/> Ideas are developed in a sequence of sentences | | <input type="checkbox"/> Each section in a non-narrative has a clear opening and closing sentence <input type="checkbox"/> There are consistent attempts to engage the reader <input type="checkbox"/> Able to sustain the writing of longer texts, showing increasing stamina |

YEAR 2 – STRUCTURE AND ORGANISATION

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|--|--|--|
| <input type="checkbox"/> Simple organisation reflects the purpose of the writing | <input type="checkbox"/> Texts are organised according to their purpose <input type="checkbox"/> Texts are structured in sections | <input type="checkbox"/> The appropriate format is selected to support the organisation of the content <input type="checkbox"/> Some attempts are made to make links between sections |

PREVIEW ONLY

YEAR 2 – GRAMMAR, SENTENCE STRUCTURE AND VOCABULARY

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|--|---|---|
| <p><input type="checkbox"/> Some sentences are extended by both subordinating and co-ordinating conjunctions</p> <p><input type="checkbox"/> Some different sentence types are beginning to be used for different purposes – command, question etc.</p> <p><input type="checkbox"/> The appropriate tense for the purpose of the text is mostly used</p> <p><input type="checkbox"/> Expanded noun phrases, mostly using adjectives, add detail to writing</p> <p><input type="checkbox"/> Vocabulary choices may not always be appropriate or effective</p> | <p><input type="checkbox"/> A variety of correctly structured sentence structures are used</p> <p><input type="checkbox"/> Co-ordination and subordination are used confidently to extend ideas and add detail and information</p> <p><input type="checkbox"/> The grammatical patterns of sentence types are used accurately, and the sentences used purposefully</p> <p><input type="checkbox"/> The appropriate tense for the purpose is used consistently, including the use of the progressive forms</p> <p><input type="checkbox"/> Adverbs and adverbials are used to help sequence events and information</p> <p><input type="checkbox"/> Adjectives, adverbs and expanded noun phrases are used to add detail</p> <p><input type="checkbox"/> Word choices are thoughtful and sometimes ambitious, with specific or technical vocabulary used in non-narrative writing</p> | <p>Confident and consistent use of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Simple, compound and complex sentences <input type="checkbox"/> A widening variety of conjunctions to add information and expand ideas <input type="checkbox"/> Different sentence types appropriate of the writer’s purpose and to add impact <input type="checkbox"/> Past and present tense, including the progressive forms <p><input type="checkbox"/> Word choices are thoughtful and often ambitious with specific and technical vocabulary is used accurately</p> <p><input type="checkbox"/> Language drawn from reading is used thoughtfully and appropriately</p> <p><input type="checkbox"/> Detail is added with the use of expanded noun phrases using adjectives, prepositional phrases and sometimes similes</p> <p><input type="checkbox"/> Adverbials are used to sequence writing and occasionally to show a change in setting</p> |

YEAR 2 – PUNCTUATION

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|---|--|---|
| <p><input type="checkbox"/> Sentences are usually demarcated by capital letters and full stops</p> <p><input type="checkbox"/> Capital letters for names and the personal pronoun 'I' are used consistently and independently</p> <p><input type="checkbox"/> Beginning to use question marks and exclamation marks, realising the effect on the reader</p> <p><input type="checkbox"/> Some use of commas to separate items in a list</p> <p><input type="checkbox"/> Some attempt at the use of an apostrophe for contraction and singular possession</p> | <p><input type="checkbox"/> Capital letters and full stops are mostly used to demarcate sentences</p> <p><input type="checkbox"/> Question marks are used effectively</p> <p><input type="checkbox"/> Capital letters are used for the personal pronoun 'I' and for most proper nouns</p> <p><input type="checkbox"/> Commas are used to separate items in a list</p> <p><input type="checkbox"/> Apostrophes are used to mark contractions</p> <p><input type="checkbox"/> Apostrophes for singular possession are sometimes used correctly</p> | <p>Confident and consistent use of:</p> <ul style="list-style-type: none"> ▪ Capital letters and appropriate end marks to demarcate sentences ▪ Capital letters for the personal pronoun 'I' and for proper nouns ▪ Commas are used to separate items in a list ▪ Apostrophes to mark contractions ▪ Apostrophes for singular possession |

YEAR 2 – DRAFTING, EDITING AND PROOF READING

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|---|--|--|
| <p><input type="checkbox"/> Writing is re-read for editing and proof reading when prompted</p> <p><input type="checkbox"/> Changes to improve writing are made with prompting and adult support</p> | <p><input type="checkbox"/> Writing is re-read to check for meaning</p> <p><input type="checkbox"/> Changes are made to improve the effect and impact, sometimes independently and sometimes in discussion with an adult</p> <p><input type="checkbox"/> Writing is proof-read for accuracy with some guidance</p> | <p><input type="checkbox"/> Writing is re-read, and its effectiveness evaluated effectively</p> <p><input type="checkbox"/> Changes are made to improve the impact</p> <p><input type="checkbox"/> Proof reading is careful and inaccuracies corrected, mostly independently</p> |

PREVIEW ONLY

YEAR 2 – SPELLING AND HANDWRITING

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|---|---|--|
| <p><input type="checkbox"/> Most common exception words are spelt correctly</p> <p><input type="checkbox"/> Some evidence that the spelling rules and patterns from Year 2 are beginning to be used correctly</p> <p><input type="checkbox"/> Lower-case and capital letters are formed and orientated mostly correctly</p> | <p><input type="checkbox"/> Most common exception words are spelt correctly</p> <p><input type="checkbox"/> Spelling rules and patterns from Year 2 are being used with increasing accuracy</p> <p><input type="checkbox"/> Capital letters and lower-case letters are correctly sized and orientated</p> <p><input type="checkbox"/> Diagonal and horizontal strokes needed to join letters are used in some writing</p> <p><input type="checkbox"/> Upper and lower-case letters are not mixed within words</p> | <p><input type="checkbox"/> Common exception words are spelt accurately</p> <p><input type="checkbox"/> Spelling rules and patterns from Year 2 are applied accurately with spelling strategies used to attempt more ambitious words</p> <p><input type="checkbox"/> Capital letters and lower-case letters are correctly sized and orientated and most letters are joined</p> |

YEAR 6 – EXEMPLIFICATION STATEMENTS

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|---|---|--|
| <p>The pupil can:</p> <ul style="list-style-type: none"> ▪ write for a range of purposes ▪ use paragraphs to organise ideas ▪ in narratives, describe settings and characters ▪ in non-narrative writing, use simple devices to structure the writing and support the reader (eg. headings, sub-headings, bullet points) ▪ use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly ▪ spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/year 6 spelling list ▪ write legibly | <p>The pupil can:</p> <ul style="list-style-type: none"> ▪ write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg. the use of the first person in a diary; direct address in instructions and persuasive writing) ▪ in narratives, describe settings, characters and atmosphere ▪ integrate dialogue in narratives to convey character and advance the action ▪ select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) ▪ use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs ▪ use verb tenses consistently and correctly throughout their writing ▪ use the range of punctuation taught at Key stage 2 mostly correctly (eg. inverted commas and other punctuation to indicate direct speech) ▪ 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 ▪ maintain legibility in joined handwriting when writing at speed | <p>The pupil can:</p> <ul style="list-style-type: none"> ▪ 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 (eg. literary language, characterisation, structure) ▪ distinguish between the language of speech and writing and choose the appropriate register ▪ exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this ▪ use the range of punctuation taught at Key Stage 2 correctly (eg. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity <p>There are no additional statements for spelling or handwriting.</p> |

YEAR 6 – COMPOSITION AND EFFECT

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|--|---|--|
| <p><input type="checkbox"/> Can write a range of texts for different purposes and different audiences</p> <p><input type="checkbox"/> The features of the chosen text type are used appropriately for the purpose and the identified audience</p> <p>In narrative writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective settings, characters, atmosphere and plots are created <input type="checkbox"/> Dialogue is used to show character and to move events forward although there may be some over-use <p><input type="checkbox"/> In non-narrative writing an appropriate style and vocabulary is used to maintain the reader’s interest</p> <p><input type="checkbox"/> Appropriate choices are sometimes made between informal and formal language dependent on the text purpose and audience</p> <p><input type="checkbox"/> The text has a recognisable viewpoint or voice which may not always be sustained throughout</p> <p><input type="checkbox"/> Conclusions may attempt to relate subject to reader or make a direct appeal to the reader – endings may be the weakest text element</p> | <p><input type="checkbox"/> Can write a range of effective texts for different purposes and different audiences</p> <p><input type="checkbox"/> Text types are well-chosen and used appropriately for the purpose and the intended audience</p> <p>In narrative writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Descriptions of settings, characters and atmosphere are used appropriately <input type="checkbox"/> Dialogue is used successfully to convey character and move events forward in combination with action and description <input type="checkbox"/> Narrative techniques, such as flashbacks and shifts in time, are used to maintain the reader’s interest <p><input type="checkbox"/> In non-narrative writing an appropriate style and vocabulary for the text type is used to entertain, inform and persuade</p> <p><input type="checkbox"/> Appropriate choices are mostly made between informal and formal language dependent on the text purpose and audience</p> <p><input type="checkbox"/> Viewpoint is well-controlled and convincing – texts have a clear voice which is sustained</p> <p><input type="checkbox"/> Openings are varied and appropriate for the purpose of the text – they engage, and at times, may directly address the reader</p> | <p><input type="checkbox"/> Writing has a clear voice which is evident across all texts</p> <p><input type="checkbox"/> A range of writing for different purposes and audiences</p> <p><input type="checkbox"/> The features and conventions of a text type may be used unconventionally or manipulated to create specific effects</p> <p><input type="checkbox"/> The influence of reading is evident in the thoughtful use of literary techniques and devices</p> <p><input type="checkbox"/> Levels of formality are established, used appropriately and sustained and add to the effectiveness and impact of the writing</p> |

YEAR 6 – COMPOSITION AND EFFECT (CONTINUED)

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|-----------------------------------|--|---|
| | <ul style="list-style-type: none"><input type="checkbox"/> Closings are well thought out and conclude texts effectively <input type="checkbox"/> Closings may make direct comment on the content, pose a question or make a direct link to the opening <input type="checkbox"/> Closings may reflect a change in character | |

PREVIEW ONLY

YEAR 6 – STRUCTURE AND ORGANISATION

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|--|--|--|
| <input type="checkbox"/> Paragraphs are used to organise ideas | <input type="checkbox"/> Selected structure is carefully controlled throughout the text, which maintains and emphasises its context and purpose | <input type="checkbox"/> Paragraphing is precise and used to structure texts |
| <input type="checkbox"/> Ideas are developed and elaborated on within paragraphs | <input type="checkbox"/> Paragraphs with clear topic sentences are used to guide the reader so that texts are well-shaped and follow a coherent sequence | <input type="checkbox"/> Paragraphs are used to develop and expand ideas or points of view, themes and events in depth |
| <input type="checkbox"/> Fronted adverbials are used to link ideas between paragraphs and sometimes within paragraphs | <input type="checkbox"/> Paragraphs are developed and expand ideas, information, opinions, descriptions, themes and events in depth with relevant detail | <input type="checkbox"/> A varied range of cohesive devices is used across, and within, paragraphs |
| <input type="checkbox"/> Pronouns are sometimes used to support cohesion in, and between, paragraphs | <input type="checkbox"/> A range of cohesive devices is used to link ideas within and across paragraphs | <input type="checkbox"/> Paragraphs may vary in length according to the writer's purpose |
| <input type="checkbox"/> Dialogue, action and description are used appropriately – this may be unbalanced with an over-emphasis of one element | <input type="checkbox"/> Cohesive ideas include repetition of words, phrases, sentences, adverbials including conjunctive adverbs, generalisers, verb tenses | |
| <input type="checkbox"/> Appropriate organisational and presentational devices are used to structure text, dependent on the purpose and audience | <input type="checkbox"/> Elements of dialogue, action and description are interwoven to support text structure, move events forward and maintain interest | |
| | <input type="checkbox"/> Appropriate organisational and presentational devices are used to structure text dependent on the purpose and audience | |

YEAR 6 – GRAMMAR, SENTENCE STRUCTURE AND VOCABULARY

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|---|---|---|
| <input type="checkbox"/> A variety of simple, compound and complex sentences is used and mostly controlled to create impact and effect | <input type="checkbox"/> A variety of simple, compound and complex sentences is used with control to indicate levels of formality and to create effects | Dependent on the audience, purpose and context, writing demonstrates confident, controlled and effective use of: |
| <input type="checkbox"/> The use of complex sentences is mostly secure, with some variation of the position of the clause, including embedding clauses | <input type="checkbox"/> Positioning and manipulation of clauses in complex and multi-clause sentences is varied to shift emphasis or focus for impact/effect | <input type="checkbox"/> <ul style="list-style-type: none"> ▪ Sentences containing more than one clause are used to elaborate and to convey complicated information precisely |
| <input type="checkbox"/> Attempts to construct more ambitious, multi-clause sentences may not always be controlled, resulting in a lack of clarity | <input type="checkbox"/> Relative clauses, which draw on a range of relative pronouns and adverbs, are used to clarify information and to add detail | <ul style="list-style-type: none"> ▪ Precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations and the subjunctive mood, as appropriate |
| <input type="checkbox"/> A range of verb forms is used mostly accurately | <input type="checkbox"/> Tense is chosen to support the cohesion of the text | <ul style="list-style-type: none"> ▪ Varied, precise, appropriate and often ambitious vocabulary is used |
| <input type="checkbox"/> Sometimes successful in using modality to position an argument and the passive voice to shift focus | <input type="checkbox"/> A range of verb forms is used accurately, and to create more subtle meanings | <input type="checkbox"/> A range of literary features add to the impact of the text – repetition, short sentences, figurative language |
| <input type="checkbox"/> Grammatical structures used do not always reflect the level of formality required for the purpose and audience of the text | <input type="checkbox"/> Modal verbs and adverbs are used to position an argument, as well as to indicate degrees of possibility, probability and certainty | <input type="checkbox"/> Levels of formality are controlled through selecting vocabulary precisely and by manipulating grammatical structures |
| <input type="checkbox"/> Noun phrases are expanded by adjectives, prepositional phrases and adverbials to add detail to sentences | <input type="checkbox"/> Passive voice is used to affect the focus or presentation of information in a sentence | |
| <input type="checkbox"/> Expanded noun phrases sometimes lack precision and purpose | <input type="checkbox"/> Subjunctive mood may be used in very formal contexts | |
| <input type="checkbox"/> Adverbials, including conjunctive adverbs, are used as cohesive devices – these may be basic or sometimes used inappropriately | <input type="checkbox"/> Expanded noun phrases are used to be specific and add effective detail and description | |

YEAR 6 – GRAMMAR, SENTENCE STRUCTURE AND VOCABULARY (CONTINUED)

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|---|--|---|
| <p><input type="checkbox"/> Vocabulary choices are often imaginative</p> <p><input type="checkbox"/> Technical vocabulary is usually used appropriately</p> <p><input type="checkbox"/> Some vocabulary choices may not reflect the level of formality required for the purpose and audience of the writing</p> | <p><input type="checkbox"/> Expanded noun phrases are also used to convey complicated information with precision</p> <p><input type="checkbox"/> Adverbials, including conjunctive adverbs, are used as cohesive devices – to precisely open paragraphs, change point of view, add detail</p> <p><input type="checkbox"/> Vocabulary choices are imaginative, and words are used precisely and appropriately to create impact and enhance meaning</p> <p><input type="checkbox"/> Choice of verbs are used to show, not tell, and to describe as well as qualifying adverbs</p> <p><input type="checkbox"/> Technical vocabulary is selected appropriately</p> <p><input type="checkbox"/> Word choices are made to reflect the level of formality</p> | |

YEAR 6 – PUNCTUATION

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|--|--|--|
| <p>The following are mostly used correctly:</p> <ul style="list-style-type: none"> ▪ Capital letters ▪ Full stops ▪ Question marks ▪ Exclamation marks ▪ Commas for lists ▪ Commas for fronted adverbials ▪ Apostrophes for contractions ▪ Inverted commas <p>Attempts to use other forms of punctuation may not be accurate:</p> <ul style="list-style-type: none"> ▪ Dash ▪ Comma to demarcate clauses (including in dialogue) ▪ Colon ▪ Semi-colon <p>Use of commas is insecure and they may be used incorrectly in place of full stops</p> | <p>Used mostly accurately:</p> <ul style="list-style-type: none"> ▪ Inverted commas ▪ Commas for lists ▪ Commas for fronted adverbials ▪ Commas for clauses, including the reporting clause in dialogue ▪ Punctuation for parenthesis ▪ Colon to introduce a list ▪ Brackets for parenthesis <p>Sometimes used accurately:</p> <ul style="list-style-type: none"> ▪ Semi-colons to mark boundaries between independent clauses ▪ Colons to mark boundaries between independent clauses ▪ Dashes to mark boundaries between independent clauses <p>Use of the comma is secure with only infrequent errors and comma splices</p> | <p>The complete range of punctuation is used mostly correctly, including:</p> <ul style="list-style-type: none"> ▪ Semi-colons to mark boundaries between independent clauses ▪ Colons to mark boundaries between independent clauses <p>The use of commas is secure</p> <p>Punctuation clarifies the intended meaning</p> |

YEAR 6 – DRAFTING, EDITING AND PROOF READING

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|---|--|---|
| <input type="checkbox"/> Evidence of independent changes when re-drafting or editing | <input type="checkbox"/> Second drafts show evaluative and reflective thinking | <input type="checkbox"/> Drafting process is used efficiently and second drafts, or edited work, shows carefully considered changes or amendments |
| <input type="checkbox"/> Changes may sometimes lack careful thought and may not add to the effectiveness of the writing | <input type="checkbox"/> Thoughtful and effective changes are made to create effects and to impact on the reader | <input type="checkbox"/> Carefully considered changes or amendments enhance meaning, create impact or aid precision |
| <input type="checkbox"/> Second drafts may look very similar to first drafts | <input type="checkbox"/> Many changes will be effected independently | <input type="checkbox"/> Writing is evaluated as a matter of course |
| <input type="checkbox"/> Evidence of application of feedback from adults or peers | <input type="checkbox"/> Clear evidence, over time, of application and use of feedback from peers and adults | <input type="checkbox"/> Proof reading ensures a high level of accuracy |
| <input type="checkbox"/> Independent proof reading may lack precision | <input type="checkbox"/> Proof reading is mostly effective, and the usage of spelling, punctuation and grammar is checked for accuracy and consistency | |
| <input type="checkbox"/> Proof reading is effective, and accuracy is checked only when guided or directed to particular areas | | |

YEAR 6 – SPELLING AND HANDWRITING

| Working towards national standard | Working at the national standard | Working at greater depth within national standard |
|---|--|---|
| <input type="checkbox"/> Most words are spelt correctly from the Year 3/4 list | <input type="checkbox"/> Most words are spelt correctly from the Year 5/6 list | <input type="checkbox"/> Spelling is mainly accurate with only occasional errors in more ambitious vocabulary |
| <input type="checkbox"/> Some words are spelt correctly from the Year 5/6 list | <input type="checkbox"/> Spelling strategies and the range of KS2 spelling rules and patterns are applied accurately | <input type="checkbox"/> Legible, fluent handwriting is mostly maintained, with a personal style evident |
| <input type="checkbox"/> Common exception words spelt correctly | <input type="checkbox"/> Handwriting is fluent and legible, with a personal style in which decisions may have been made whether or not to join letters | |
| <input type="checkbox"/> Spelling rules and patterns from Years 1-4 are mostly applied correctly | | |
| <input type="checkbox"/> Spelling rules and patterns from Years 5/6 are sometimes applied correctly | | |
| <input type="checkbox"/> Handwriting is legible and mostly joined | | |