

Hampton Primary School

Working Together, Achieving Together



KS2 Writing Curriculum & Assessment Grids



Hampton Primary School

Year 3			
Assessment Milestone	Emerging	Expected	Exceeding
Spelling	<ul style="list-style-type: none"> Use knowledge of morphology to spell some words with prefixes e.g. un-, dis-, mis-. Spell words with the suffixes: tion, ation, -ly. Spell all the common homophones from the YR 2 spelling appendix e.g. one/won, sun/son. Consolidate use of apostrophe for contractions and singular nouns. Introduce plural possession e.g. babies' dummies; boys' coats. Spell all common exception words from the YR 2 appendix. Spell a few words from the YR 3-4 statutory word list. 	<ul style="list-style-type: none"> Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and ssion. Write words spelt ei, eigh or ey e.g. vein, weight, obey. Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. Spell some words from the YR 3-4 statutory word list. 	<ul style="list-style-type: none"> Accurately spell an increasing number of words with prefixes from the YR 3-4 appendix. Add further words with suffixes from the YR 3-4 appendix e.g. furniture; treasure; injection; possession. Write words spelt ou e.g. young, touch, country. Accurately spell some homophones from the YR 3-4 examples e.g. fair/fare; missed/mist. Use the apostrophe to mark singular and plural possession. Spell accurately a range of words from the YR 3-4 statutory word list..
Handwriting	<ul style="list-style-type: none"> Writing is usually legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is sometimes appropriately spaced. 	<ul style="list-style-type: none"> Writing is legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is usually spaced sufficiently so that ascenders and descenders do not meet. 	<ul style="list-style-type: none"> Letters are consistent in size and formation. Capital letters are the correct size relative to lower case. Writing is spaced sufficiently so that ascenders and descenders do not meet.
Composition	<ul style="list-style-type: none"> Write to suit purpose, and show some features of the genre being taught. Write sentences in sequence. Signal simple beginning, middle, ending. With scaffold and support, organise information into sections of similar content. Attempt to describe characters, settings and /or plot in a simple way, with some interesting details. Make comments about own and others' writing, with direction; attempt to re-read and check own writing; make changes, sometimes with guidance. 	<ul style="list-style-type: none"> Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. Write to suit purpose, and many features of the genre being taught. Create chronological narratives; write in sequence. Write simple beginning, middle, ending. With scaffold, organise sections broadly, within a theme. Use headings and subheadings to aid presentation. Describe characters, settings and /or plot in a simple way, with some interesting details. Evaluate own and others' writing, with direction; re-read and check own writing; make changes. 	<ul style="list-style-type: none"> Write a range of forms to suit purpose and audience; show appropriate features of the genre. Create chronological, well-formed narratives; write in clear sequence. Shape text with beginning, middle and ending. Organise sections logically within a theme, often independently. Use headings and subheadings and other presentations devices. Describe characters, settings and plot in with some expansion of detail. Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing. Discuss own and others' writing, making evaluative comments; reread and check own writing; make purposeful revisions.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Use coordinating conjunctions e.g. and, or, but, and simple subordinating conjunctions e.g. if, because, to join clauses. Begin to identify prepositions and understand what they are. Demarcate some sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Begin to use inverted commas for direct speech. Understand the four word classes: noun, adjective, verb, adverb. Begin to understand their usage within context. Use 'a' or 'an' before a noun, sometimes accurately. Attempt to maintain the past or present tense. 	<ul style="list-style-type: none"> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. Identify and use a range of prepositions. Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Identify direct speech. Begin to use inverted commas for direct speech. Consolidate knowledge of word classes: noun, adjective, verb, adverb. Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play. 	<ul style="list-style-type: none"> Write a range of sentence types which are grammatically accurate. Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and subordinating conjunctions to join clauses. Identify and use a wide range of prepositions appropriately. Demarcate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Identify direct speech and use inverted commas accurately. Identify word classes: noun, adjective, verb, adverb, and their usage within context of own writing. Correctly use determiners a and an. Use the past or present tense consistently. Sometimes use the present perfect e.g. He has gone out to play.

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Year 4

Assessment Milestone	Emerging	Expected	Exceeding
Spelling	<ul style="list-style-type: none"> Use knowledge of morphology to spell some words with prefixes from the YR 3-4 appendix e.g. in-, im-, auto-, re-. Add some of the suffixes from the YR 3-4 appendix e.g. poison/poisonous, invade/invasion. Write some word spelt ch e.g. echo, machine. Accurately spell some homophones from the YR 3-4 examples e.g. here/hear; plain/plane; whether/weather. Begin to use apostrophe to mark plural possession e.g. the girls' names. Spell accurately several words from the YR 3-4 statutory word list. 	<ul style="list-style-type: none"> Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes – sion, -ous, -cian and –ly e.g. completely, basically. Write words spelt ch e.g. scheme, chemist, chef. Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen. Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags. Spell the majority of words from the YR 3-4 word list. 	<ul style="list-style-type: none"> Accurately spell most words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. Write words with the full range of suffixes from the YR 3-4 spelling appendix e.g. enclosure, collision, courageous, musically. Spell words with endings que and gue e.g. league. Spell all homophones in the YR 3-4 spelling appendix e.g. effect, affect; accept, except; meddle, medal. Use an apostrophe to mark singular and plural possession; include irregular plurals e.g. children's bags. Spell accurately all words from the YR 3-4 statutory word list.
Handwriting	<ul style="list-style-type: none"> Writing is legible. All letters and digits are correctly formed and orientated in relation to one another. There may be some variation in letter size. Spaces between words are usually suited to letter size. 	<ul style="list-style-type: none"> All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Writing is spaced sufficiently so that ascenders and descenders do not meet. 	<ul style="list-style-type: none"> Writing is legible and fluent. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Writing is spaced sufficiently so that ascenders and descenders do not meet.
Composition	<ul style="list-style-type: none"> Write in a number of different forms, to suit purpose and with a growing awareness of audience; use some appropriate features, with guidance. Organise writing into sections or paragraphs, usually with a scaffold or prompt. Content within sections may lack cohesion. Use a range of presentational devices, including use of title and subheadings, with guidance. Attempt to use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, usually with emphasis on one or two of these; add some interesting details. Evaluate own and others' writing; proof read, edit and revise, with direction. 	<ul style="list-style-type: none"> Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using some appropriate features. Organise writing into sections or paragraphs, including fiction and non-fiction. Use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, with some interesting details. Evaluate own and others' writing; proof read, edit and revise. 	<ul style="list-style-type: none"> Write in a variety of forms to suit purpose and audience, using many appropriate features. Organise writing into meaningful paragraphs. Use a range of presentational devices, including use of title and subheadings Effectively use a range of presentational devices, including use of title and subheadings. Use dialogue to show character and to advance the action. Balance dialogue with narrative. Describe characters, settings and plot, with sufficient detail to capture the reader's interest. Evaluate own and others' writing; proof read independently and make assured revisions.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Use a growing number of connectives to join words and sentences e.g. but, if, because, when. Use time connectives to sequence events. Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... Use adjectives to create noun phrases in order to expand the detail in sentences. Use sentence demarcation, mostly accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. Use inverted commas accurately for direct speech. Identify the determiner. Attempt to maintain past or present tense; sometimes use present perfect e.g. She has gone outside. 	<ul style="list-style-type: none"> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... Use expanded noun phrases and adverbial phrases to expand sentences. Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. Use inverted commas accurately for direct speech. Identify the correct determiner e.g. a, an, these, those. Usually use the past or present tense, and 1st/3rd person, consistently. 	<ul style="list-style-type: none"> Write a range of sentence types which are grammatically accurate, including sentences with more than one clause. Use a wide variety of connectives to join words and sentences e.g. if, because, when, although. Use varied and appropriate time connectives. Confidently vary sentence openers, changing the pronoun or using a fronted adverbial e.g. In a panic, she... Use high quality noun phrases and adverbial phrases to expand sentences. Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. Use inverted commas accurately for direct speech. Identify and use determiners appropriately e.g. a, an, these, those. Maintain the past or present tense, and 1st/3rd person.

Year 5			
Assessment Milestone	Emerging	Expected	Exceeding
Spelling	<ul style="list-style-type: none"> Show growing confidence to spell most words with prefixes and suffixes in the YR 3-4 appendix and a few from the YR 5-6 e.g. cious, cial. Spell correctly some words with letters which are not sounded e.g. lamb, island. Spell words with 'ough'. Spell some common homophones from the KS2 spelling appendix. Spell accurately most words from the YR 3-4 statutory word list and some words from the YR 5-6. 	<ul style="list-style-type: none"> Write from memory, dictated sentences which include words from the ks2 curriculum. Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence. Spell correctly words with letters which are not sounded e.g. knight, solemn. Use the hyphen to join a prefix to a root e.g. re-enter. Spell some homophones from the YR 5-6 spelling appendix. Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6. 	<ul style="list-style-type: none"> Spell almost all words with prefixes and suffixes in the YR 3-4 spelling appendix and many from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence, ency. Write words spelt ei after c e.g. deceive Spell hyphenated words e.g. cooperate. Spell a wide range of homophones and near homophones from the YR 5-6 spelling appendix. Spell accurately all words from the YR 3-4 statutory word list some words from the YR 5-6.
Handwriting	<ul style="list-style-type: none"> Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) 	<ul style="list-style-type: none"> Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) 	<ul style="list-style-type: none"> Writing is legible and fluent. Quality is usually maintained at speed.
Composition	<ul style="list-style-type: none"> Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using some appropriate features, with guidance. Organise writing into sections or paragraphs. Use a range of presentational devices including use of title, subheadings and bullet points. Use dialogue, although balance between dialogue and narrative may be uneven. Describe characters, settings and plot, with some interesting details. Evaluate own and others' writing; with direction, proof read, edit and revise. 	<ul style="list-style-type: none"> Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using appropriate features (e.g. humour or suspense). Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. Use a range of presentational devices including use of title, subheadings and bullet points. Use dialogue to indicate character and event. Describe characters, settings and plot, with growing precision. Evaluate own and others' writing; with direction, proof read, edit and revise. 	<ul style="list-style-type: none"> Write to suit purpose and audience independently, using appropriate features. Expand on relevant detail within paragraphs. Use dialogue effectively to develop character and event. Achieve balance between dialogue and narrative writing. Describe characters, settings and plot, with some precision. Evaluate own and others' writing; proof read, edit and revise.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Write a range of sentence structures which are growing in accuracy. Sometimes use connectives: who, which, where, when, whose. Demarcate most sentences correctly. Use comma for a pause in complex sentences. Begin to use a wider range of punctuation e.g. brackets. Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. Attempt to sustain correct tense. Find the determiner e.g. a, the. Experiment with both formal and informal writing, with guidance. Think about the effect of vocabulary choices. Use a dictionary and thesaurus to check the meaning of words and expand vocabulary. 	<ul style="list-style-type: none"> Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. Usually maintain correct tense. Identify and select determiners. Choose vocabulary and grammar to suit formal and informal writing, with guidance. Use vocabulary which is becoming more precise. Use a dictionary and thesaurus to check the meaning of words and expand vocabulary. 	<ul style="list-style-type: none"> Write, with confidence, a wide range of sentence structures which are grammatically accurate, including relative clauses. Demarcate sentences correctly, using a growing range of punctuation e.g. a comma to avoid ambiguity; brackets, commas, dashes. Clarify degrees of possibility using adverbs and modal verbs e.g. possibly, certainly. Maintain correct tense. Begin to recognise the active and passive voice, where relevant. Select vocabulary and grammar to suit formal and informal writing. Use vocabulary which is precise. Use a dictionary and thesaurus with independence, to define words and expand vocabulary.

Year 6
Red text is statutory requirement

Assessment Milestone	Emerging	Expected	Exceeding
Spelling	<ul style="list-style-type: none"> Spell correctly most words from the YR 3-4 spelling list Spell some words correctly from the YR 5-6 spelling list Spell a wide range of homophones and near homophones from the YR 5-6 spelling appendix Spell almost all words with prefixes and suffixes in the YR 3-4 spelling appendix and many from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence, ency 	<ul style="list-style-type: none"> Spell correctly most words from the year 5/6 spelling list Use a dictionary to check the spelling of uncommon or more ambitious vocabulary Spell correctly most words with prefixes and suffixes in the yr 5-6 spelling appendix 	No additional statements
Handwriting	<ul style="list-style-type: none"> Write legibly (need not be joined) 	<ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed 	No additional statements
Composition	<ul style="list-style-type: none"> Write for a range of purposes Discuss ideas; use the drafting process before and during writing. Show some features of correct writing form, using models of similar writing. Use paragraphs to organise ideas Use a range of devices to link time and place within and across paragraphs e.g. adverbials. In non-narrative writing use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) Sometimes include direct speech to indicate character or event. Describe characters, settings and plot within narrative writing. Evaluate own and others' writing; proof read, edit and revise. 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader Discuss and develop ideas; routinely use the drafting process before and during writing. Draw appropriate features from models of similar writing. Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. Use a range of devices to build cohesion e.g. adverbials, repetition of a phrase, pronouns, synonyms) within and across paragraphs. Integrate dialogue to convey character and advance the action. In narratives describe characters, settings and atmosphere. Evaluate own and others' writing; proof read, edit and revise. 	<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 writing Use discussion effectively to develop ideas and language, before and during writing. Organise and shape paragraphs effectively. Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense. Use a range of presentational devices, which clearly guide the reader. Integrate dialogue effectively to convey and contrast characters, and advance the action. Evaluate; make assured changes to enhance effects and clarify meaning.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials. Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. Choose tense which is appropriate and sustain it mostly correctly throughout writing. Begin to recognise the 'active' and 'passive' voice. Create expanded noun phrases to convey information and description. Usually conform to Standard English e.g. we were, they were, I did, those books. 	<ul style="list-style-type: none"> Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'. Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens, mostly correctly Punctuate direct speech accurately Use verb tenses consistently and correctly throughout their writing Select vocabulary and grammar that reflects what the writing requires doing this mostly appropriately (e.g. contracted forms in dialogues, passive and modal verbs) Use vocabulary which is varied, interesting and precise. 	<ul style="list-style-type: none"> Write and control a range of sentence structures including those which contain multiple clauses. Use a wide range of punctuation, accurately and appropriately, including colons, semicolons and dashes, to mark the boundary between clauses. Present information with deliberate use of the active and passive voice. Manipulate grammar and vocabulary to demonstrate an assured and conscious control over levels of formality. Make precise vocabulary and grammatical choices distinguishing between the language of speech and writing.

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