

Childwall CE Writing Criteria

Year 5	
Working at the expected standard	
Use features and structures of text types taught so far	
Use grammatical features and vocabulary appropriate for audience and purpose	
Start sentences in different ways, including to highlight the main idea	
Create atmosphere and integrate dialogue to convey character and advance the action	
Use stylistic devices to create effects in writing, for example, simile, metaphor, personification	
Add well-chosen detail to interest the reader	
Organise writing into paragraphs to show different information or events	
Ensure consistent and correct use of tense throughout a piece of writing	
Ensure correct subject and verb agreement when using singular and plural	
Use dialogue effectively and punctuate it correctly	
Distinguish between appropriate language for formal and informal writing	
Distinguish between homophones and other words which are often confused (were/where etc.)	
Spell most words correctly from the years 3 and 4 word list	
Spell many words correctly from the years 5 and 6 word list	
Use modal verbs or adverbs to indicate degrees of possibility	
Use relative clauses beginning with who, which, where, when, whose, that	
Use commas to clarify meaning or to avoid ambiguity in writing	
Use brackets, dashes or commas to indicate parenthesis	
Suggest and make changes to vocabulary, grammar and punctuation to improve writing	
Producing legible joined handwriting	
Working at greater depth	
Use paragraphs in narrative writing to show changes in time, place and events	
Use paragraphs in non-fiction writing to organise information logically, starting with a clear topic sentence	
Vary order of clauses in sentences to create impact	
Use expanded noun phrases to add well thought out detail to writing	
Use punctuation to clarify meaning of sentences – commas to mark phrases and clauses	

In order for a child to be assessed as **working at the expected standard**, they should have consistently achieved **all** of the 'working at the expected standard' statements, including regular joined handwriting.

In order for a child to be assessed as **working at greater depth**, they should have consistently achieved **all** of the 'working at the expected standard' and 'working at greater depth' statements, including regular joined handwriting.

Childwall CE Writing Criteria

Year 4	
Working at the expected standard	
Compose sentences using a wide range of structures, linked to the grammar objectives	
Begin to open paragraphs with topic sentences	
Use paragraphs to group ideas together so that blocks of text flow	
Write a narrative with a clear structure, setting, characters and plot	
Use a range of sentences with more than one clause	
Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition	
Use fronted adverbials, for example, 'Later that day, I went shopping.'	
Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The hardback book on the high shelf.'	
Use punctuation in direct speech, including a comma after the reporting clause	
Use apostrophes correctly to show possession, both singular and plural	
Use commas after fronted adverbials and subordinate clauses	
Spell most words correctly from the years 3 and 4 word list	
Distinguish between homophones and other words which are often confused (were/where etc.)	
Suggest and make changes to vocabulary, grammar and punctuation to improve writing	
Producing legible joined handwriting	
Working at greater depth	
Demonstrate use of ambitious vocabulary specific to the event or subject being written about	
Consciously use short sentences to speed up action sequences	
Use dialogue and reactions from other characters to make a character more interesting	
Begin to use similes, metaphors and personification	
Use commas to avoid ambiguity and ellipses to create effect	

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Childwall CE Writing Criteria

Year 3	
Working at the expected standard	
Demarcating sentences with capital letters, full stops, exclamation marks and question marks	
Begin to use features and structures of text types, and vocabulary appropriate for purpose and audience	
Use expanded noun phrases to describe and specify	
Use present and past tense correctly and consistently	
Compose sentences using a wide range of structures linked to the grammar objectives	
Write a narrative with a clear structure, setting, characters and plot	
Write a non-narrative using simple organisational devices such as headings and sub-headings	
Use paragraphs to organise writing so that blocks of text group related material	
Use a range of sentences with more than one clause by using a wide range of subordinating and co-ordinating conjunctions, e.g. 'when', 'if', 'because', 'although'	
Use the perfect form of verb tenses	
Use conjunctions, adverbs and prepositions to express time and cause	
Use 'a' or 'an' correctly before a noun	
Use speech marks correctly	
Spell many words correctly from the years 3 and 4 word list	
Distinguish between homophones and other words which are often confused (were/where etc.)	
Suggest and make changes to vocabulary, grammar and punctuation to improve writing	
Producing legible joined handwriting	
Working at greater depth	
Use ambitious adjectives and adverbs to add detail	
Use words that have not been used before when describing events, characters and feelings	
Use powerful verbs to show character or add impact	
Vary sentences, adding phrases to make meaning more precise	
Use apostrophes for singular and plural possession and to show omission	

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Childwall CE Writing Criteria

Year 1	
Working at the expected standard	
Compose a sentence orally before writing it	
Sequence sentences to form short narratives	
Sequence sentences in chronological order to recount an event or experience	
Re-read what they have written to check that it makes sense	
Leave spaces between words	
Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	
Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'	
Use 'and' to join sentences together	
Know how the prefix 'un' can be added to words to change meaning	
Use the suffixes: -s, -es, -ed, -er, -est and -ing within their writing	
Form lower case letters in the correct direction, starting and finishing in the correct place	
Form capital letters and the digits 0-9 correctly	
Spell many of the first 100 high frequency words correctly	
Working at greater depth	
Sequence a short story or series of events related to learning in science, history and geography	
Make sentences longer and change the way sentences start	
Use words other than 'and' and 'then' to join ideas together	
Experiment with new vocabulary	
Know which letters sit below the line and which are tall letters	
Be consistent with use of lower case and capital letters	
Spell many of the first 300 high frequency words correctly	

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Childwall CE Writing Criteria

Year 2

Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing
e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing,
e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

