

Name:

George Mitchell Primary School

Year 1 Writing Assessment



Basic Skills across all work

	1	2	3	4
To write own story ideas or retell a familiar story				
Re-read own writing out loud to check it makes sense				
Form all letters accurately, including lower case, capitals and digits				
Use finger spaces				
Write in simple sentences				
Has an awareness of full stops to end sentences				
Has an awareness of capital letters for sentences, for names and for the personal pronoun 'I'				
Use some adjectives that have been modelled				
Spell some words accurately or plausibly using known graphemes				
Spell some Year 1 common exception words accurately				

Year 1 GREATER DEPTH	1	2	3	4
All of the above, plus:				
<i>To write short narrative and non-fiction texts that are consistent in their features and purpose</i>				
<i>To have some ambitious word choices</i>				

	Title and date written
Piece 1	
Piece 2	
Piece 3	
Piece 4	

Working towards Y1 ARE	On track for Y1 ARE	Y1 ARE achieved	Y1 Greater Depth achieved

Name:

George Mitchell Primary School

Year 2 Writing Assessment



Basic Skills across all work

	1	2	3	4	(5)
Spell many (60%+) KS1 common exception words accurately					
Make phonically plausible attempts to spell most other words					
Have legible handwriting, with all letters correctly formed and sized					
Use finger spaces					
Use present and past tense mostly accurately and consistently					
Use coordination (or/and/but)					
Use capitals, full stops and question marks accurately 80%+ of the time					

Text specific

BREADTH: To write both narrative and recount					
INDEPENDENCE: To write some pieces with minimal input and support					

Year 2 GREATER DEPTH	1	2	3	4	(5)
All of the above, plus:					
<i>To write clearly for a range of different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i>					
<i>Use the full range of punctuation taught at KS1, including commas and apostrophes</i>					
<i>Use the diagonal and horizontal strokes needed to join letters in most of their writing</i>					
<i>To add suffixes to spell most words correctly in most of their writing</i>					

	Title and date written
Piece 1 – published narrative	
Piece 2 – unedited narrative written after discussion with the teacher	
Piece 3 - recount	
Piece 4 – other piece of writing	
Piece 5 – Other (optional)	

Working towards Y2 ARE	On track for Y2 ARE	Y2 ARE achieved	Y2 Greater Depth achieved

Name:

George Mitchell Primary School

Year 3 Writing Assessment



Basic Skills across all work

	1	2	3	4	(5)
Spell some (20%+) words on the Year 3/4 spelling list correctly plus some homophones and some words with prefixes/suffixes					
Have legible handwriting					
Maintain an accurate tense across a piece of writing					
Use a range of punctuation, including speech marks, question marks, exclamation marks and commas.					
Use Standard English in written work, eg "we were" rather than "we was"					
Use capitals and full stops accurately 80%+ of the time					

Text specific

BREADTH: To write a range of narrative and non-fiction pieces					
INDEPENDENCE: To write some fiction and non-fiction texts with minimal input and support					
COHESION: To use a range of devices to build cohesion within and across paragraphs					
NARRATIVE: To write narratives with a clear beginning, middle and end and with a coherent plot					
NARRATIVE: To create more detailed settings, character and plot in order to engage the reader					
NON-FICTION: To create non-fiction, eg non-chronological reports, with a clear and consistent structure					
VOCABULARY: To choose vocabulary for interest, eg through the use of adjectives					
GRAMMATICAL STRUCTURES: To use fronted adverbials in at least one piece of work					

Year 3 GREATER DEPTH	1	2	3	4	(5)
All of the above, plus:					
<i>To write a range of narrative and non-fiction texts that are increasingly well structured and well-paced</i>					
<i>To proof read and amend their own and others' writing</i>					
<i>To organise their writing into paragraphs around a theme</i>					
<i>To consistently use nouns or pronouns to aid cohesion</i>					
<i>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases</i>					
<i>To punctuate direct speech</i>					

	Title and date written
Piece 1 – published narrative	
Piece 2 – published non-fiction	
Piece 3 – hot or cold write narrative	
Piece 4 – hot or cold write non-fiction	
Piece 5 – other (optional)	

Working towards Y3 ARE	On track for Y3 ARE	Y3 ARE achieved	Y3 Greater Depth achieved

Name:



George Mitchell Primary School Year 4 Writing Assessment

Basic Skills across all work

	1	2	3	4	(5)
Spell many (60%+) words on the Year 3/4 spelling list correctly plus many homophones and most words with prefixes/suffixes					
Have legible, joined handwriting					
Maintain an accurate tense across a piece of writing					
Use a range of punctuation, including speech marks, question marks, exclamation marks, apostrophes and commas.					
Use Standard English in written work, eg "we were" rather than "we was"					
Use capitals and full stops accurately 80%+ of the time, including for more complex sentences.					

Text specific

BREADTH: To write a range of narrative and non-fiction pieces					
INDEPENDENCE: To write some fiction and non-fiction texts with minimal input and support					
COHESION: To use a range of devices to build cohesion within and across paragraphs					
NARRATIVE: To write narratives with a clear beginning, middle and end and with a coherent plot					
NARRATIVE: To create more detailed settings, character and plot in order to engage the reader					
NON-FICTION: To create non-fiction , eg non-chronological reports, with a clear and consistent structure					
VOCABULARY: To choose vocabulary for interest, eg through the use of adjectives					
GRAMMATICAL STRUCTURES: To use fronted adverbials in multiple pieces of work					

Year 4 GREATER DEPTH	1	2	3	4	(5)
All of the above, plus:					
<i>To write a range of narrative and non-fiction texts that are well structured and well-paced</i>					
<i>To consistently and independently proof read and amend their own and others' writing</i>					
<i>To consistently organise their writing into paragraphs around a theme</i>					
<i>To consistently use nouns or pronouns to aid cohesion</i>					
<i>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases</i>					
<i>To use all the necessary punctuation for direct speech including commas</i>					

	Title and date written
Piece 1 – published narrative	
Piece 2 – published non-fiction	
Piece 3 – hot or cold write narrative	
Piece 4 – hot or cold write non-fiction	
Piece 5 – other (optional)	

Working towards Y4 ARE	On track for Y4 ARE	Y4 ARE achieved	Y4 Greater Depth achieved

Name:

George Mitchell Primary School

Year 5 Writing Assessment



Basic Skills across all work

	1	2	3	4	(5)
Spell many (60%+) words on the Year 5/6 spelling list correctly					
Have legible handwriting					
Use verb tenses correctly across all writing					
Use the range of punctuation taught across Key Stage 2					
Use capitals and full stops accurately 80%+ of the time, including for more complex sentences.					

Text specific

BREADTH: To write for a range of purposes and audiences					
INDEPENDENCE: To write some fiction and non-fiction texts with minimal input and support					
COHESION: To use a range of devices to build cohesion within and across paragraphs					
NARRATIVE: Describe characters, setting and atmosphere					
NARRATIVE: To integrate dialogue to convey the character and advance the action					
NON-FICTION: To create non-fiction with a clear and consistent structure					
VOCABULARY AND GRAMMATICAL STRUCTURES: Select vocabulary and sentence structures that appropriately reflect what the writing requires					

<i>GREATER DEPTH</i> <i>All of the above, plus:</i>	1	2	3	4	(5)
<i>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)</i>					
<i>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i>					

	Title and date written
Piece 1 – published narrative	
Piece 2 – published non-fiction	
Piece 3 – hot or cold write narrative	
Piece 4 – hot or cold write non-fiction	
Piece 5 – other (optional)	

Working towards Y5 ARE	On track for Y5 ARE	Y5 ARE achieved	Y5 Greater Depth achieved

