

**Writing Assessment Criteria**

	Sentence Structure
	Word Classes: Sentence structure
	Word Classes: Meaning making and modification
	Punctuation
	Cohesion

**EYFS: Nursery**

E1.1	To give marks meaning.
E1.2	To begin to use the correct pencil grip (using a tripod grip).
E1.3	To show signs of having a dominant hand.
E1.4	To confidently negotiate space (e.g. to move around the room without bumping into things, to sit at a table appropriately).
E1.5	To begin to write and recognise their own name.

**EYFS: Reception**

E2.1	To write cvc words.
E2.2	To write words with special friends (e.g. /sh/, /th/).
E2.3	To begin to form the majority of letters correctly.
E2.4	To write a simple sentence that they can read back.
E2.5	To use the correct pencil grip (tripod grip).
E2.6	To demonstrate good strength and balance (e.g. to be able to sit at a chair correctly).
E2.7	To orally compose words before writing.
E2.8	To write their own name.

<b>Year 1: To write simple sentences</b>	
1.1	Identify and write a capital letter to begin a sentence.
1.2	Identify and write a full stop to end a sentence.
1.3	To separate words with finger spaces.
1.4	Maintain a consistent past tense when writing.
1.5	Identify and write a simple subject.
1.6	Identify and write a direct object.
1.7	Identify and write nouns.
1.8	Identify and write a compound subject.
1.9	Identify and write a compound object.
1.10	Identify and write personal pronouns as subjects.
1.11	Identify and write personal pronouns as objects.
1.12	Identify and write state of being verbs.
1.13	To use adjectives to describe a subject.
1.14	To use adjectives to describe an object.
1.15	Identify and write an adjective after a state of being verb.
1.16	Identify and write lists of two adjectives after a state of being verb.
1.17	Identify questions.
1.18	Distinguish between statements and questions.
1.19	Write the appropriate stop mark for questions and statements.

**Year 2: To write simple sentences and compound sentences.**

2.1	To write simple sentences that include subject, object, verb and adjective.
2.2	To identify independent clauses.
2.3	To use conjunctions (and, or, but, so) to join two independent clauses.
2.4	Distinguish between a main clause and a phrase.
2.5	Maintain a consistent present tense when writing.
2.6	Distinguish between common and proper nouns.
2.7	Identify and write a present tense action verb.
2.8	Distinguish between singular and plural nouns.
2.9	Maintain the correct subject/verb agreement when writing with singular and plural subjects.
2.10	Identify and write commas to list adjectives.
2.11	Identify and write adjectives before nouns acting as the subject.
2.12	Identify and write adjectives before nouns acting as the object.
2.13	To identify and write expanded noun phrases in sentences.
2.14	Identify and write prepositions of place.
2.15	Identify and write prepositional phrases of place within simple sentences.
2.16	Identify and write adverbs of manner within a sentence.
2.17	Use full stops and question marks to denote statements and questions.

2.18	Distinguish between statements and commands.
2.19	Identify and write commands.
2.20	Identify and write commas to list nouns.

**Year 3: To write simple and compound sentences.**

**To write complex sentences (IC +DC using because, as) and start using (DC + IC using after, before)**

3.1	To write simple sentences accurately.
3.2	To identify subject and object within a simple sentence.
3.3	To write compound sentences using <i>and, but, or, so</i> .
3.4	To distinguish between independent and dependent clauses.
3.5	To use <i>because, as</i> to write complex sentences (IC+DC).
3.6	To use <i>after, before</i> to write complex sentences (DC+IC).
3.7	Identify and write comparative and superlative adjectives.
3.8	Identify and write adverbs of manner, time and place within simple sentences.
3.9	Identify and write adverbial phrases of manner, time and place within simple sentences.
3.10	Identify and write adverbs and adverbial phrases of time, place and manner within compound sentences.
3.11	Identify and write a prepositional phrase within simple and compound sentences.
3.12	Identify and write prepositional phrases of time, place and movement that begin simple and compound sentences.
3.13	Distinguish between statements and exclamations.
3.14	Identify and write exclamations.
3.15	Convert spoken word into direct speech (statement) followed by a reporting clause.

3.16	Convert spoken word into direct speech (question and exclamation) followed by a reporting clause.
3.17	Identify and write apostrophes for contraction.
3.18	Identify and write apostrophes for singular possession.
3.19	Identify and write apostrophes for plural possession.
3.20	Identify and write personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence.
3.21	Identify and write personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence.

**Year 4: To use simple and compound sentences**

**To use complex sentences (IC+DC using because, as, even though)  
and some complex sentences (DC+IC using after, before, while, when)**

4.1	To write simple sentences accurately.
4.2	To identify subject and object within a simple sentence.
4.3	To write compound sentences using <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> .
4.4	To distinguish between independent and dependent clauses.
4.5	To use <i>because</i> , <i>as</i> , <i>even though</i> to write complex sentences (IC+DC).
4.6	To use <i>after</i> , <i>before</i> , <i>while</i> , <i>when</i> to write complex sentences (DC+IC).
4.7	Identify and write adverbial phrases of time, place and manner that begin simple sentences.
4.8	Identify and write adverbs and adverbial phrases of time, place and manner that begin compound sentences.
4.9	To use adjectives, verbs, nouns and expanded noun phrases in order to add characterisation, description or information.
4.10	Convert spoken word into direct speech (question and exclamation) starting with a reporting clause.
4.11	Convert spoken word into direct speech (statement) starting with a reporting clause.
4.12	In speech, to identify and write new paragraphs for new speakers.
4.13	To use commas accurately to separate clauses.
4.14	Identify and write topic sentences that start new paragraphs in expository writing.

4.15	Identify and write supporting detail that elaborates on topic sentences in expository writing.
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**Year 5: To use simple and compound sentences**

**To use complex sentences (IC+DC) or (DC+IC) using cause and effect conjunctions and time related conjunctions**

**To use conjunctive adverbs for non-narratives**

5.1	To write simple sentences accurately.
5.2	To identify subject and object within a simple sentence.
5.3	To write compound sentences using <i>and, but, or, so, for</i> .
5.4	To use cause and effect conjunctions ( <i>because, as, even though, so that, although, if</i> ) to write complex sentences (IC+DC) or (DC+IC).
5.5	To use time-related conjunctions ( <i>after, before, while, when, since until</i> ) to write complex sentences (IC+DC) or (DC+IC).
5.6	To use conjunctive adverbs for non-narratives (however, furthermore, as a result of).
5.7	To identify and use parenthesis using relative clauses and/or appositives.
5.8	To use nouns, expanded noun phrases and verbs with precision to add characterisation, description or information.
5.9	To use adverbs with precision to add characterisation, description or information.
5.10	To use fronted adverbials and fronted adverbial phrases to describe when, how, where or why.
5.11	Identify and write similes.
5.12	Identify and write metaphor.
5.13	Identify and write personification.

5.14	To use full stop punctuation (. ? !) accurately.
5.15	To use apostrophes for contraction and possession accurately.
5.16	To use commas accurately to indicate parenthesis.
5.17	To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis.
5.18	Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded.
5.19	To identify and write ellipsis to indicate a pause or an incomplete thought.
5.20	To use semi-colons to join independent clauses.
5.21	To identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time.
5.22	To expand on direct speech with narrative to advance the plot.
5.23	Identify and write an introductory paragraph in expository writing.
5.24	Identify and write a concluding paragraph in expository writing.

**Year 6: To use simple and compound sentences**

**To use complex sentences (IC+DC) or (DC+IC) using cause and effect conjunctions and time related conjunctions**

**To use conjunctive adverbs for non-narratives**

6.1	To write simple sentences accurately.
6.2	To write compound sentences using <i>and, but, or, so, for</i> .
6.3	To use cause and effect conjunctions ( <i>because, as, even though, so that, although, if</i> ) to write complex sentences (IC+DC) or (DC+IC).
6.4	To use time-related conjunctions ( <i>after, before, while, when, since until</i> ) to write complex sentences (IC+DC) or (DC+IC).
6.5	To use conjunctive adverbs for non-narratives (however, furthermore, as a result of) (Happy with these?).
6.6	To identify and use parenthesis using relative clauses and/or appositives.
6.7	To use nouns, expanded noun phrases and verbs with precision to add characterisation, description or information.
6.8	To use adverbs and fronted adverbials with precision to add characterisation, description or information.
6.9	Distinguish between active and passive voice.
6.10	Identify and use dashes and ellipses to show characterisation.

6.11	Identify and write non-standard English in direct speech for characterisation.
6.12	Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative.
6.13	To write dialogue to convey character.
6.14	Identify and write exaggeration.
6.15	Identify and use colons to introduce lists.
6.16	Identify and use colons to explain.
6.17	To use semi-colons accurately to join two independent clauses.
6.18	To punctuate direct speech accurately.
6.19	Identify and write a combination of sentence types to avoid repetition.
6.20	Identify and write simple sentences to enhance the mood and/or add emphasis.
6.21	Identify and write conjunctive adverbs to link paragraphs.
6.22	Identify and write cohesive paragraphs where the topic sentence links to the preceding concluding sentence.

