

Henleaze Junior School

Interim Assessment Framework

Non-negotiable expectations

Writing

By the end of Year 3 children should be able to

Transcription

Phonic & Whole Word Spelling

Spell at least 75% of the first 100 high frequency words and 50% of the RWI spellings.

Use phonics to build words.

Handwriting

Use joined handwriting to write legibly.

Composition

Contexts for Writing

In discussion with teacher, identify the features of different genres to use in their own writing.

Planning and Drafting Writing

Plan their writing by discussing and recording ideas.

Draft and write by organising sections of writing around a theme.

Draft and write narratives by creating settings, characters and plot.

With guidance from teacher, use simple organisational devices, such as headings and sub-headings, in non-fiction writing.

Editing Writing

Evaluate and edit by improving spelling (common words) and punctuation errors.

Check that sentences make sense.

Vocabulary, grammar and punctuation

Grammar

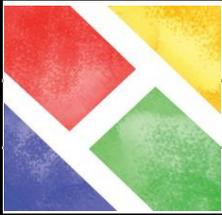
Identify and name nouns, verbs and adjectives.

Use conjunctions and prepositions effectively in sentences.

Punctuation

Punctuate sentences correctly using full stops and capital letters.

Attempt to punctuate speech using inverted commas.



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Non-negotiable expectations

Writing

By the end of Year 4 children should be able to

Transcription

Phonic & Whole Word Spelling

Spell words using the Year 4 spelling patterns and some of the Key Stage 2 Year 3 and 4 words.

Handwriting

Write legibly and neatly, attempting to join letters.

Composition

Contexts for Writing

Identify the features of different genres and include these features in their planning.

Planning and Drafting Writing

Make notes to plan their own writing independently.

Draft and write by organising paragraphs around a theme.

Editing Writing

Evaluate and edit by improving vocabulary choices.

Proof-read for spelling and punctuation errors and check that sentences make sense.

Vocabulary, grammar and punctuation

Vocabulary

Use a dictionary and thesaurus to assist editing and make improvements to their writing.

Grammar

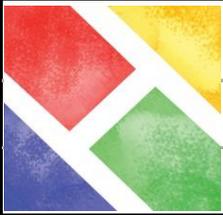
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Use a range of conjunctions, adverbs and prepositions appropriately.

Punctuation

Use question marks and exclamation marks.

Punctuate direct speech using inverted commas.



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Non-negotiable expectations

Writing

By the end of Year 5 children should be able to

Transcription

Phonic & Whole Word Spelling

Spell words using the Year 5 spelling patterns.

Handwriting

Use joined, neat handwriting to write legibly.

Composition

Planning and Drafting Writing

Use a wide range of devices to build cohesion within and across paragraphs, including a range of adverbials (e.g. time, place, manner)

Describe settings and characters.

Integrate dialogue.

Editing Writing

Evaluate and edit by improving the quality of sentence structure and vocabulary choices.

Proof-read for spelling and punctuation errors and check that sentences make sense.

Vocabulary, grammar and punctuation

Vocabulary

Use varied and precise vocabulary.

Grammar

Identify and name nouns, verbs, adjectives, adverbs and conjunctions.

Use coordinating and subordinating conjunctions.

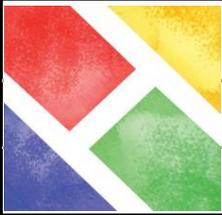
Use commas in a list and after fronted adverbials.

Use full stops and capital letters consistently and correctly.

Use apostrophes correctly.

Punctuation

Punctuate direct speech accurately with developing use of commas.



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Non-negotiable expectations

Writing

By the end of Year 6 children should be able to

Transcription

Phonic & Whole Word Spelling

Spell words that are often misspelt including most of the words on the Year 5 and 6 list.

Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Handwriting

Maintain legibility in handwriting when writing at speed.

Composition

Contexts for Writing

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. use of the first person in a diary; direct address in instructions and persuasive writing).

Planning and Drafting Writing

Describe settings, characters and atmosphere in narratives.

Integrate dialogue in narratives to convey character and advance the action.

Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).

Editing Writing

Evaluate and edit for cohesion and quality throughout a text.

Vocabulary, grammar and punctuation

Vocabulary

Select vocabulary that reflects what the writing requires, doing this mostly appropriately.

Select grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Grammar

Use verb tenses consistently and correctly throughout their writing.

Punctuation

Use the range of punctuation taught at Key Stage 2 mostly correctly.