

Henleaze Junior School	Henleaze Junior School	Henleaze Junior School	Henleaze Junior School
Assessment Framework	Assessment Framework	Assessment Framework	Assessment Framework
Non-negotiable expectations	Non-negotiable expectations	Non-negotiable expectations	Non-negotiable expectations
Writing	Writing	Writing	Writing
By the end of Year 3 children should be able to	By the end of Year 4 children should be able to	By the end of Year 5 children should be able to	By the end of Year 6 children should be able to
Transcription	Transcription	Transcription	Transcription
Phonic & Whole Word Spelling	Phonic & Whole Word Spelling	Phonic & Whole Word Spelling	Phonic & Whole Word Spelling
Spell words using the RWI Year 3 spelling patterns and at least 90% of the first 100 high frequency words.	Spell words using the RWI Year 4 spelling patterns and some of the Key Stage 2 Year 3 and 4 words.	Spell words using the RWI Year 5 spelling patterns.	Spell words that are often misspelt including most of the words on the Year 5 and 6 list.
Use phonics to build words.			Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
Handwriting	Handwriting	Handwriting	Handwriting
Know how to join their letters.	Use joined handwriting legibly and consistently.	Use joined, neat handwriting to write legibly.	Maintain legibility in joined handwriting when writing at speed.
Composition	Composition	Composition	Composition
Contexts for Writing	Contexts for Writing	Contexts for Writing	Contexts for Writing
Identify the features of different genres.	Identify the features of different genres and include these features in their writing.	Demonstrate awareness of the audience for the writing and select the appropriate form, using other similar writing as a model.	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	Planning and Drafting Writing	Planning and Drafting Writing	Planning and Drafting Writing
Draft and write by organising sections of writing around a theme.	Draft and write by organising paragraphs around a theme.	Use a wide range of devices to build cohesion within and across paragraphs, including a range of adverbials (e.g. time, place, manner)	Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).
Draft and write narratives by creating settings, characters and plot.	Draft and write narratives by creating settings, characters and plot.	Describe settings and characters and use dialogue in narratives.	In narratives, describe settings, character and atmosphere.
Use simple organisational devices, such as headings and sub-headings, in non-fiction writing.	Use simple organisational devices, such as headings and sub-headings, in non-fiction writing.	Use organisational and presentational devices to structure text and to guide the reader, such as headings, bullet points and underlining.	Integrate dialogue in narratives to convey character and advance the action.
Editing Writing	Editing Writing	Editing Writing	Editing Writing
Evaluate and edit by improving spelling (common words) and punctuation errors.	Evaluate and edit by improving vocabulary choices.	Evaluate and edit by improving the quality of sentence structure and vocabulary choices.	Evaluate and edit for cohesion and quality throughout a text.
Check that sentences make sense.	Proof-read for spelling and punctuation errors and check that sentences make sense.	Proof-read for spelling, including "orange" words, and punctuation errors and check that sentences make sense.	Proof-read for consistency of style, tense and formality and check that it makes sense.
Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Use a dictionary to find the meaning of a word.	Use a dictionary and thesaurus to assist editing and make improvements to their writing.	Use varied and precise vocabulary.	Select vocabulary that reflects what the writing requires, doing this mostly appropriately.
Grammar	Grammar	Grammar	Grammar
Identify and name nouns, verbs and adjectives.	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Identify and name prepositions and determiners.	Use adverbs, expanded noun phrases and prepositional phrases in description.
Use conjunctions and prepositions effectively in sentences.	Use a range of conjunctions, adverbs and prepositions appropriately.	Use modal verbs or adverbs to indicate degrees of possibility.	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).
Recognise the features of a sentence.	Identify and use sentences with more than one clause.	Identify and use main, subordinate and relative clauses.	Use verb tenses consistently and correctly throughout their writing.
Punctuation	Punctuation	Punctuation	Punctuation
Punctuate sentences correctly using full stops and capital letters.	Use capital letters to start sentences and full stops, question marks or exclamation marks to end sentences.	Consistently use capital letters and full stops, question marks or exclamation marks to punctuate sentences.	Consistently use accurate sentence punctuation.
Use capital letters for names, days of the week and months of the year.	Use capital letters for proper nouns.	Use capital letters whenever required, including in titles and speech.	Use parenthesis.
Use commas in a list.	Use commas to separate clauses.	Use commas to clarify meaning or avoid ambiguity.	Use commas, semi-colons and colons appropriately.
Attempt to punctuate speech using inverted commas.	Punctuate direct speech using inverted commas.	Punctuate direct speech accurately with developing use of commas.	Use inverted commas.
	Use apostrophes to mark possession.	Use brackets, dashes or commas to indicate parenthesis.	Use the range of punctuation taught at Key Stage 2 mostly correctly.