



Sebert Wood Primary School

Writing Policy

Date reviewed: Spring Term 2025

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Approval by: Headteacher

Signature of Headteacher:

Purpose

At Sebert Wood Primary School, we are committed to providing all children with learning opportunities to engage in writing. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Our Vision

Writing is integral to all aspects of life and, with this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards writing, which will stay with them for the rest of their lives. We want teachers and pupils to enjoy and be passionate about writing and for teachers and pupils to have high expectations, which is reflected in the quality of their work.

Intent

Our aims in writing are that all children will:

- understand the importance of writing as a means of communication;
- have a positive attitude towards writing;
- become independent writers;
- be able to use punctuation to make meaning clear to their reader;
- be able to write with confidence and derive pleasure from their ability to do so;
- be able to write for a variety of purposes and in a variety of genres (including fiction, non-fiction and poetry);
- be able to evaluate and edit in order to improve their own writing;
- recognise that drafting and redrafting is an essential part of the writing process;
- develop powers of imagination, creativity and expressive language through their writing.

Implementation

Writing in the Early Years Foundation Stage (EYFS)

In the EYFS, children are encouraged to develop their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases in line with the Twinkl programme, this will be evident in their writing. At the same time, their knowledge of key words and language is supported through reading and writing activities, including shared reading and writing adult-focused activities. The basics of how to form a letter, spell a word, leave a space, or use a full stop are demonstrated through shared writing opportunities, with both teachers and TAs. A wide variety of opportunities are provided for the children to engage in writing activities in both the indoor and outdoor environments. These include:

- engaging writing opportunities linked to a quality text or as part of the whole class topic;
- weekly planned adult focus activities linked to writing;
- writing for a purpose in role play;
- opportunities to explore mark making, using a variety of different materials and tools
- daily fine motor skills (in Nursery, Squiggle Whilst You Wiggle; in Reception, Dough Gym).

In EYFS, children will initially begin to learn the fundamentals of ‘The Write Stuff’ approach (more detail below), including the visuals of The Write Stuff’s Writing Rainbow, the format of ‘chotting’ and ‘Sentence Stacking’. This will begin after October half-term, before increasing at the start of January to aid their transition into Year 1.

Writing in Years 1 to 6

At Sebert Wood, we have adopted ‘The Write Stuff’ by Jane Considine. ‘The Write Stuff’ follows a method called Sentence Stacking where there is an emphasis on vocabulary, sentence structure and developing ‘chunks of sense’.

An individual lesson is based on a sentence model, broken into three learning chunks. Each learning chunk has three sections:

1. **Initiate** section – a stimulus to capture the children’s imagination and set up a sentence.
2. **Model** section – the teacher models a sentence(s) demonstrating the thoughts and processes of a writer and articulates writing choices.
3. **Enable** section – the children write their sentence, following the model.

Children are challenged to ‘**Deepen the Moment**’ which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

‘The Write Stuff’ uses three essential components to support children in becoming great writers.

The three zones of writing:

The **FANTASTICS** represent the nine ideas for writing. These lenses teach children about emotions and feelings and the internal workings of characters and people in non-fiction. As writers, children use the **FANTASTICS** lenses to zoom into how characters are experiencing the world.

The **GRAMMARISTICS**. The grammar rules of our language system. These are the tools which allow children to be in control of their grammar choices to improve precision and the impact of their writing.

The **BOOMTASTICS**. The writing techniques to add drama, style and poetic devices to writing. They enable children to showcase their personal voice and writerly style through the techniques they use.

Thinking Side and Writing Side

Children develop their writing by building vocabulary and phrases using a technique called ‘chotting’ (chatting and jotting) with a partner. This allows children to work on their writing ideas and we emphasise the importance of thinking about their writing ideas and vocabulary. Books are divided into two sides: the thinking side where the ideas and ‘chotting’ are recorded and the writing side where children construct their sentences.

Celebrating the craft and construction of sentences

A class sentence stack is created to celebrate children’s sentences. This helps children to clearly see how a piece of writing is crafted and built before independently writing.

Independent writing, editing and the published pieces

At the end of the unit of learning, children apply the skills they have learnt to their own piece of **independent writing**. After completing their independent piece of writing, the children have a dedicated session to **edit** their work, using the concept of E1 (Revise: spelling, punctuation and grammar), E2 (Rewrite: coherency - sentences that do not make sense) and E3 (Reimagined – paragraphs requiring more detail) edits. The final stage is to ‘publish’ their writing where pupils are given the opportunity to demonstrate their best writing and presentation skills. These pieces are put in their Publishing Books, which collates the child’s independent writing from their time at Sebert Wood.

Assessment

An independent piece of writing will take place at the end of a fiction or non-fiction unit studied in class. When assessing writing, teachers will use the Teacher Assessment Frameworks for each pupil ([Appendix A](#)). Teachers will also be able to use evidence of writing from across the curriculum to aid them in making their judgements. To ensure consistency of teachers’ assessments, each term two staff meetings will be used to moderate pupils’ work. Firstly, within year groups and then within Key Stages, with the Internal Writing Moderation form ([Appendix B](#)) filled in and returned to the Writing Lead.

Impact

The intended impact of this Writing Policy on our school is:

- pupils will enjoy writing across a range of genres;
- pupils, of all abilities, will be able to succeed in all English lessons because work will be appropriately scaffolded;
- pupils will develop a wide vocabulary that they use within their writing;
- pupils will have a good knowledge of how to adapt their writing based on their context and audience;
- the % of pupils working at age-related expectations within each year group, will be at least in line with national averages;
- the % of pupils working at Greater Depth within each year group, will be at least in line with national averages;
- there will be no significant gaps in the progress of different groups of pupils (e.g. Pupil Premium vs non-Pupil Premium).

Roles and Responsibilities

The subject is led by the Writing Lead, who will review standards, monitor curriculum provision and ensure training and resources are up to date.

Monitoring

- Monitoring takes place regularly by the Writing Lead, through sampling children's work, talking to children about writing and lesson observations. Feedback will be given to the members of staff, SLT and link governor.
- Link governors will carry out monitoring visits and activities, and speak to the Writing Lead. Information gathered will be reported to the Writing Lead, SLT and the governing body.

Appendix A

EYFS – Early Writing Goals - Writing Assessment

End of year assessment

Writing - End of EYFS
<input type="checkbox"/> Write recognisable letters, most of which are correctly formed.
<input type="checkbox"/> Spell words by identifying sounds in them and representing the sounds with a letter or letters.
<input type="checkbox"/> Write simple phrases and sentences that can be read by others.

Termly Guidance

Writing - Autumn
<input type="checkbox"/> I can segment and spell some Level 2 CVC words.
<input type="checkbox"/> I can write CVC words and labels.
<input type="checkbox"/> I am starting to write simple captions or a simple sentence for writing (oral and count words).
<input type="checkbox"/> I can write some lower case letters correctly.

Writing - Spring
<input type="checkbox"/> I can write most lower case letters correctly using a tripod grip.
<input type="checkbox"/> Writes CVC words and labels using Phase 2 and 3 phonemes.
<input type="checkbox"/> I am starting to write short sentences or captions.
<input type="checkbox"/> I can read sentences back to an adult.

End of Y1 assessment – Working towards the expected standard				
Name	A	B	C	Comments
The pupil can, after discussion with the teacher:				
<ul style="list-style-type: none"> say out loud what they are going to write about 				
<ul style="list-style-type: none"> write a single sentence demarcated with capital letters and full stops 				
<ul style="list-style-type: none"> segment many spoken words into phonemes and represent these by graphemes 				
<ul style="list-style-type: none"> spell some common exception words* 				
<ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place 				
<ul style="list-style-type: none"> recognise where spaces between words have been missed 				

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

End of Y1 assessment – Working at the expected standard				
Name	A	B	C	Comments
The pupil can, after discussion with the teacher:				
<ul style="list-style-type: none"> read own writing aloud clearly for others to hear and discuss 				
<ul style="list-style-type: none"> orally rehearse sentences and sequence them to form short narratives 				
<ul style="list-style-type: none"> join words and clauses with the conjunction 'and' 				
<ul style="list-style-type: none"> use past, present and future accurately in speech and begin to incorporate these in their writing 				
<ul style="list-style-type: none"> demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark 				
<ul style="list-style-type: none"> spell some Y1 common exception words* and the days of the week 				
<ul style="list-style-type: none"> segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way 				
<ul style="list-style-type: none"> form many letters and digits correctly, with some difference between upper and lower-case letters 				
<ul style="list-style-type: none"> use spaces between words 				

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

End of Y1 assessment – Working at greater depth within the expected standard				
Name	A	B	C	Comments
The pupil can:				
<ul style="list-style-type: none"> begin to write effectively and coherently for different purposes† 				
<ul style="list-style-type: none"> join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because) 				
<ul style="list-style-type: none"> use capital letters and full stops mostly correctly 				
<ul style="list-style-type: none"> spell most Y1 common exception* words accurately and make phonically-plausible attempts at spelling unfamiliar words 				
<ul style="list-style-type: none"> form most letters correctly 				

†Reference will need to be made to the expectations of the national curriculum for Y1 to ensure that writing is at the correct pitch.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

End of Y2 assessment – Working towards the expected standard				
Name	A	B	C	Comments
The pupil can, after discussion with the teacher:				
• write sentences that are sequenced to form a short narrative (real or fictional)				
• demarcate some sentences with capital letters and full stops				
• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others				
• spell some common exception words*				
• form lower-case letters in the correct direction, starting and finishing in the right place				
• form lower-case letters of the correct size relative to one another in some of their writing				
• use spacing between words.				

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

End of Y2 assessment – Working at the expected standard				
Name	A	B	C	Comments
The pupil can, after discussion with the teacher:				
• write simple, coherent narratives about personal experiences and those of others (real or fictional)				
• write about real events, recording these simply and clearly				
• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required				
• use present and past tense mostly correctly and consistently				
• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses				
• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others				
• spell many common exception words*				
• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters				
• use spacing between words that reflects the size of the letters.				

*Reference will need to be made to the expectations of the national curriculum for Y1 to ensure that writing is at the correct pitch.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

*This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

End of Y2 assessment – Working at greater depth within the expected standard				
Name	A	B	C	Comments
The pupil can, after discussion with the teacher:				
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing				
• make simple additions, revisions and proof-reading corrections to their own writing				
• use the punctuation taught at key stage 1 mostly correctly ^a				
• spell most common exception words*				
• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*				
• use the diagonal and horizontal strokes needed to join some letters				

*Reference will need to be made to the expectations of the national curriculum for Y1 to ensure that writing is at the correct pitch.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

End of Y3 assessment – Working towards the expected standard				
Name	A	B	C	Comments
The pupil can, after discussion with the teacher:				
• write simple, coherent narratives [†]				
• write in a range of non-narrative forms				
• use the range of punctuation taught up to and including Y2 mostly correctly*				
• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses				
• spell many common exception words*				
• use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly				
• form capital letters and lower case letters correctly				

[†]Reference will need to be made to the expectations of the national curriculum for Y3 to ensure that writing is at the correct pitch.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

End of Y3 assessment – Working at the expected standard				
Name	A	B	C	Comments
The pupil can:				
• write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)				
• create settings, characters and plot in narrative [†]				
• use speech punctuation correctly when following modelled writing				
• use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail				
• use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)				
• use the range of punctuation taught up to and including Y3 mostly correctly [^] (e.g. apostrophes for possession, commas in lists)				
• spell correctly words from learning in previous year groups, and some words from the year 3 / year 4 spelling list,* using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible				
• spell most common exception words*				
• increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)				
• join letters with diagonal and horizontal strokes where appropriate ²				

[†]Reference will need to be made to the expectations of the national curriculum for Y3 to ensure that writing is at the correct pitch.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

End of Y3 assessment – Working at greater depth within the expected standard				
Name	A	B	C	Comments
The pupil can:				
• write effectively and coherently for different purposes [†] , drawing on their reading to inform the vocabulary and grammar of their writing				
• use detail and vocabulary to interest and engage the reader [†]				
• use paragraphs				
• improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).				

[†]Reference will need to be made to the expectations of the national curriculum for Y3 to ensure that writing is at the correct pitch.

End of Y4 assessment – Working towards the expected standard				
Name	A	B	C	Comments
The pupil can:				
• write for a range of purposes				
• begin to use paragraphs				
• create settings and characters in narrative [†]				
• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings)				
• use the range of punctuation taught up to and including Y2 correctly [^] and some of the punctuation taught in Y3 and Y4 [^]				
• spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list [*]				
• write legibly ¹				

^{*}These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^]This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2).

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

End of Y4 assessment – Working at the expected standard				
Name	A	B	C	Comments
The pupil can:				
• write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)				
• create settings, characters and plot in narrative [†]				
• use speech punctuation correctly most of the time				
• use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)				
• use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)				
• use past and present tenses correctly, and including a wider range of verb forms (e.g. we were going; they have been)				
• use the range of punctuation taught up to and including Y4 mostly correctly [^] (e.g. commas after adverbials; use of apostrophe)				
• spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list, [*] and use phonics and morphology to spell words, beginning to use a dictionary to check spellings				
• write legibly and with increasing fluency, paying attention to size and spacing				
• maintain the use of joined handwriting throughout independent writing				

[†]Reference will need to be made to the expectations of the national curriculum for Y4 to ensure that writing is at the correct pitch.

^{*}These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^]This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

²The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

End of Y4 assessment – Working at greater depth within the expected standard				
Name	A	B	C	Comments
The pupil can:				
• write effectively and coherently for different purposes [†] , drawing on their reading to inform the vocabulary and grammar of their writing				
• develop character through description, actions and dialogue [†]				
• begin to make choices about using sentences of different lengths and types [†]				
• improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).				

[†]Reference will need to be made to the expectations of the national curriculum for Y4 to ensure that writing is at the correct pitch.

End of Y5 assessment – Working towards the expected standard				
Name	A	B	C	Comments
The pupil can:				
• write for a range of purposes				
• use paragraphs to organise ideas				
• in narratives, describe settings and characters [†]				
• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)				
• use the range of punctuation taught up to and including Y2 correctly [^] and some of the punctuation taught in Y3 and Y4				
• spell correctly common exception words and many words from Y3/4 spelling lists [*] and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible				
• write legibly. ¹				

^{*}These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^]This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2).

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

End of Y5 assessment – Working at the expected standard				
Name	A	B	C	Comments
The pupil can:				
• write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)				
• in narratives, describe settings, characters and atmosphere [†]				
• begin to convey character and advance the action through dialogue, maintaining a balance of speech and description				
• select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)				
• use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing				
• use verb tenses consistently and correctly throughout most of their writing				
• use the range of punctuation taught up to and including Y5 mostly correctly [^] (e.g. commas separating clauses; punctuation for parenthesis)				
• spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list, [*] using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary				
• write legibly, fluently and with increasing speed ²				

[†]Reference will need to be made to the expectations of the national curriculum for Y5 to ensure that writing is at the correct pitch.

^{*}These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^]This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

²The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

End of Y5 assessment – Working at greater depth within the expected standard				
Name	A	B	C	Comments
The pupil can:				
• begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)				
• choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect [†]				
• sustain and develop ideas within paragraphs				
• begin to independently use punctuation [^] and sentence constructions to show the difference between formal and informal writing (e.g. contractions in speech)				

[†]Reference will need to be made to the expectations of the national curriculum for Y5 to ensure that writing is at the correct pitch.

[^]This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

End of Y6 assessment – Working towards the expected standard				
Name	A	B	C	Comments
The pupil can:				
• write for a range of purposes				
• use paragraphs to organise ideas				
• in narratives, describe settings and characters [†]				
• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)				
• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly				
• spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list [*]				
• write legibly. ¹				

[†]Reference will need to be made to the expectations of the national curriculum for Y6 to ensure that writing is at the correct pitch.

^{*}These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^]This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2).

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

End of Y6 assessment – Working at the expected standard				
Name	A	B	C	Comments
The pupil can:				
• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)				
• in narratives, describe settings, characters and atmosphere [†]				
• integrate dialogue in narratives to convey character and advance the action				
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)				
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs				
• use verb tenses consistently and correctly throughout their writing				
• use the range of punctuation taught at key stage 2 mostly correctly [^] (e.g. inverted commas and other punctuation to indicate direct speech)				
• spell correctly most words from the year 5 / year 6 spelling list, [*] and use a dictionary to check the spelling of uncommon or more ambitious vocabulary				
• maintain legibility in joined handwriting when writing at speed.				

[†]Reference will need to be made to the expectations of the national curriculum for Y6 to ensure that writing is at the correct pitch.

^{*}These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^]This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

[†]The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

End of Y6 assessment – Working at greater depth within the expected standard				
Name	A	B	C	Comments
The pupil can:				
• 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 (e.g. literary language, characterisation, structure)				
• distinguish between the language of speech and writing ³ and choose the appropriate register				
• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this				
• use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. [^]				

[†]Reference will need to be made to the expectations of the national curriculum for Y6 to ensure that writing is at the correct pitch.

[^]This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

³Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

