

## Key Stage 2- Y6 - Writing Moderation Document

<u>Working towards the expected standard</u>	Date work completed and genre						
Date (top row)							
Write for a range of purposes and audiences (second row)							
- use paragraphs to organise ideas							
- in narratives describe settings and characters							
- in non- narrative writing use all the features of the text type appropriately (eg; headings, sub-headings and bullet points)							
- using different verb forms mostly accurately							
- use the following punctuation mostly correctly:	capital letters						
	full stops						
	question marks						
	exclamation marks						
	commas for lists						
apostrophes for contraction							
- spell most words correctly* (year 3 and 4) (highlight)							
- spell some words correctly* (year 5 and 6) (highlight )							
- produce legible handwriting (No explicit need to be joined)							

<u>Working at the expected standard</u>	Date work completed and genre						
- write 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.; lit Lang, structure characterisations)							
- 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 the level of formality required mostly correctly.							
- using a range of cohesive devices (conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs.							
- use verb tenses consistently and correctly <b>throughout</b> their writing							
- using passive and modal verbs mostly appropriately							
- using a wide range of clause structures, sometimes varying their position within the sentence (simple, compound and complex)							
To use verb openers (ing, ed, ly) followed by verbs, relative clauses and subordinating conjunctions.							
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision							
- using the range of punctuation taught at key stage two:	inverted commas						
	commas for clarity						
	punctuation for parenthesis						
	semi-colons (within a list)						
	dashes						
(See the English Appendix Two for full details)	Colons (to start a list)						
hyphens							
- spell most words correctly* (year 5 and 6) (Highlight )							
- Use a dictionary to check spelling of uncommon/ambitious vocabulary							
Use a thesaurus/ packs to stretch vocabulary choices (synonyms and antonyms)							
- maintain legibility in joined handwriting when at speed.							
Use a range of BOOMTASTICs and FANTASTICs							

<u>Working at greater depth within the expected standard</u>	Date work completed and genre						
- 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. (same details as the top expected box)							
- distinguish between the language of speech and writing and choose the appropriate register							
- exercise an assured and conscious control over the levels of formality, particularly through manipulating grammar and vocabulary to achieve this.							
- select verb forms for meaning and effect							
- using the full range of punctuation taught at key stage 2 correctly. E.g semi-colons, dashes, colons and hyphens)							
- when necessary use punctuation to precisely enhance meaning and avoid ambiguity:							
Semi colons	semi-colons to mark the boundary between independent clauses (soft)						
Colons	colons to mark the boundary between independent clauses (harsh)						

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Key Stage 2 Y5 - Writing Moderation Document

<b>Working towards the expected standard</b>		Date work completed and genre						
Date of work: -write for a range of purposes and audiences								
- use paragraphs to organise ideas (to how changes in time, place and event or person)								
- in narratives describe settings and characters								
-in non- narrative writing use most of the features of the text type appropriately (eg; headings, sub-headings and bullet points)								
-point of view is clear and controlled with some elaboration								
- using different verb forms mostly accurately - using the correct tense most of the time!								
- use the following punctuation mostly correctly:	capital letters - in the right places.							
	full stops - at the end of sentences							
	question marks - have you put them?							
	exclamation marks - !							
	commas for lists ,							
	apostrophes for contraction - didn't							
- spell most words correctly* (year 3 and 4) -highlight								
- spell some words correctly* (year 5 and 6) -highlight								
- produce legible handwriting								

<b>At the expected standard</b>		Date work completed and genre						
-write 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, structure and characterisations)								
- in narratives describe settings, characters and atmosphere								
- in non- narrative writing use all the features of the text type appropriately (eg; headings, sub-headings and bullet points)								
- Use speech to build tension or drama within your writing.								
-Choose the right formality to suit your text type.								
Cohesive devices	Subordinating conjunctions (e.g. awhitebus - ask your teacher if you're not sure)							
	Co-ordinating conjunctions (e.g. Fanboys - ask your teacher if you're not sure)							
	Adverbial openings.							
Tenses	tenses correct <b>throughout</b> the piece of writing							
	verb openers (ing, ed) to build complex sentences							
	modal verbs - like should, could, can.							
Add detail to your sentences	Use adverbs (ly sentences)							
	Use adverbs for possibility (perhaps)							
	Use adverbs of time, place and number							
	Expand noun phrases (2a sentences)							
	Use prepositions (e.g. Above, below, beside, under)							
	Relative clauses							
Range of punctuation taught at key stage two:	a wide range of sentence structures - experiment with different sentence types and lengths.							
	inverted commas (If you're using speech " and,"							
	commas for clarity (to separate clauses)							
	punctuation for parenthesis (brackets, dashes and commas).							
	semi-colons ; (You can use these to introduce a list)							
	Dashes - you can use these to break up clauses.							
	Colons : ( You can use these to introduce a list)							
Hyphens (e.g. pitch-black, using these in compound adjectives is a great start)								
-select vocabulary that fits the genre you are writing for								
-spell most words correctly* (year 5 and 6)								
-use a dictionary to check spelling of uncommon/ambitious vocabulary.								
-use a thesaurus/ packs to stretch vocabulary choices (synonyms and antonyms)								
-maintain legibility in joined handwriting when at speed.								
Use puns								
Use personification								
Use a range of FANTASTICS								

### Key Stage 2- Y4 - Writing Moderation Document

<b>Working towards the expected standard</b>		Date work completed and genre						
- Date of work: -write for a range of purposes and audiences								
- use paragraphs to organise ideas								
- in narratives describe settings and characters								
-in non-narrative writing use all the features of the text type appropriately (eg; headings, sub-headings and bullet points)								
Point of view is clear and controlled with some elaboration								
- using different verb forms mostly accurately - Using the correct tense most of the time! Read your work carefully to check it makes sense.								
Use the following punctuation mostly correctly:	capital letters - in the right places.							
	full stops - at the end of sentences.							
	question marks - Have you put them?							
	exclamation marks - !							
	commas for lists ,							
- spell most words correctly* (year 3 and 4) - have you used some from the list?								
- produce legible handwriting - correct use of ascenders/ descenders								

<b>Working at the expected standard</b>		date work completed and genre						
-write 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, structure and characterisations)								
- in narratives describe settings, characters and atmosphere								
- in non-narrative writing use all the features of the text type appropriately (eg; headings, sub-headings and bullet points)								
- use speech, build tension or drama within your writing.								
-choose the right formality to suite your text type.								
Cohesive devices	subordinating conjunctions (e.g. awhitebus- see working wall)							
	co-ordinating conjunctions (e.g. fanboys - see working wall)							
	fronted adverbials (ing) including comma							
	a range of pronouns/nouns to avoid repetition							
Tenses	use tenses correctly <b>throughout</b> the piece of writing							
	recognise some of the differences between standard english and nonstandard english; an begins to use these within appropriate writing							
Add details to your sentences	use adverbs (ly sentences)							
	adverbs for where							
	expand noun phrases (2a sentences) with modification ( <b>with</b> slick back hair)							
	use prepositions (e.g. above, below, beside, under)							
	use a wide range of sentence structures - experiment with different sentence types/length.							
Range of punctuation taught at key stage two:	inverted commas (see Carlton way)							
	commas for clarity (to separate clauses)							
	punctuation for parenthesis (brackets) or semi-colons ; (for a list)							
	colons : ( you can use these to introduce a list)							
	rhetorical questions							
	hyphens (e.g. pitch-black, using these in compound adjectives is a great start)							
	apostrophes for possession							
	apostrophes for contraction							
select vocabulary that fits the genre you are writing for								
use a thesaurus/ packs to stretch vocabulary choices (synonyms and antonyms)								
similes - as and like								
metaphor - object or person <b>is</b> something else "her heart is stone"								
use a range of the fantastics								

## Key Stage 2- Y3 - Writing Moderation Document

<b>Working towards the expected standard</b>		Date work completed and genre						
Date of work:								
-write for a range of purposes and audiences								
- use paragraphs with teacher guidance								
- in narratives describe settings and characters and plot								
-in non- narrative writing use all the features of the text type appropriately (eg; headings, sub-headings and bullet points)								
-context make sense throughout the piece								
- use present and past tense mostly correctly and consistently. (They walked...They were walking... I am walking)								
using co-ordination (or / and / but) and some subordination (when / if / that / because) to join clauses								
segment spoken words into phonemes and represent these by graphemes, spelling many words correctly or Phonically correct.								
- Punctuation mostly correctly:	Capital letters (Aa, Bb / Hannah, Mrs Page)							
	full stops (There are cats on the mat.)							
	Question marks (?)							
	Exclamation marks (Look!)							
	Start to use commas for lists ,							
- spell most words correctly* (year 3 and 4) – have you used some from the list?								
-using spacing between words that reflects the size of the letters.								

<b>Working at the expected standard</b>		Date work completed and genre						
Date of work:								
-write 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, structure and characterisations)								
- in narratives describe settings, characters and atmosphere								
- select vocabulary that fits the genre you are writing for								
-beginning to use paragraphs and show that ideas are grouped together								
Cohesive devices	Express time, place and cause using conjunctions							
	Use strategies to create flow e.g pronouns, cohesive phrases, reference back to previous point							
	Fronted adverbials (ing) including comma							
	Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (eg a rock)							
Tenses	use the present perfect form of verbs, instead of simple past e.g he has gone out to play/ he went out to play							
	Recognise some of the differences between standard English and nonstandard English; and begin to use these within appropriate writing							
Add details to your sentences	Use adverbs (ly sentences)							
	Adverbs of time (next, as soon as dawn broke)							
	Adverbs of relationship/cause ( therefore, as a result of)							
	Use one word in isolation to grab the reader's attention							
	Expand noun phrases (2a sentences)							
	With modification ( <b>with</b> slick back hair)							
Range of punctuation taught at key stage two:	Use prepositions (e.g. Above, below, beside, under)							
	use a wide range of sentence structures – experiment with different sentence types and lengths.							
	Emerging inverted commas (see Carlton Way)							
	Emerging use of commas for clarity (to separate clauses)							
	Question marks (?)							
	Exclamation marks (Look!)							
	Emerging use commas, semi colons for lists ,							
Proof-read for spelling and punctuation errors.								
Use a thesaurus/ packs to stretch vocabulary choices (synonyms and antonyms)								
- produce legible handwriting – form capital letters/lower case/ digits to the correct size, orientation and relationship to one another								
-using spacing between words that reflects the size of the letters.								
Simile- her eyes were as dark as pools								
Repetition for effect								
Use a range of the FANTASTICS								

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Key Stage 1- Y2 - Writing Moderation Document

<b>.Working towards the expected</b> <small>The pupil can after discussion with the teacher</small>	Date work completed and genre						
Write sentences that are sequenced to form a short narrative (real or fictional)							
Demarcating some sentences with capital letters							
Demarcating some sentences with Full stops							
Segment spoken words into phonemes and represent these with graphemes, spelling some correctly							
Make phonetically plausible attempts spelling							
Spell some common exception words*							
Form lower-case letters of the correct size relative to one another in some of the writing							
Using spacing between words.							

\* refer to the national curriculum programmes of study and English Appendix 1 (eg. to exemplify the words that pupils should be able to spell)

<b>Working at the expected standard</b> <small>The pupil can after discussion with the teacher</small>	Date work completed and genre						
Write simple, coherent narratives about personal experiences and those of others (real or fictional)							
Write about real events and record these simply and clearly.							
Ideas are relevant for non fiction and age appropriate features used							
Order some events using number/time sequence indicators and group ideas together							
Demarcating most sentences with:							
capital letters							
full stops							
And when required the use of:							
Question marks							
Exclamation marks (not on the framework but in the KS1 program of study)							
Use present and past tense mostly correctly and consistently.							
Using co-ordination (or / and / but) and some subordination (when / if / that / because) to join clauses							
Use different types of sentences with different forms:							
statement, question, exclamation and command.							
Ask questions to the reader							
Adventurous adjectives							
Long sentences for effect							
Short sentences for effect							
Start in different ways							
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically plausible attempts at others.							
Spelling many common exception words*							
Add details to your sentences							
Expanded noun phrases(2a sentence)							
Adverbs(ly)							
Precise verbs							
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.							
Using spacing between words that reflects the size of the letters.							
Rhyme							
Repetition							
Use Feel, Notice (see) Action, Checking (hear) Touch, Ask, Taste, Smell FANTASTICS							

\* refer to the national curriculum programmes of study - English Appendix 1 and 2 (eg. to exemplify the words that pupils should be able to spell)- in addition please ensure that other key punctuation elements are used including apostrophes (possession and contraction) and commas.

<b>Working at GD with the EXP standard</b> <small>The pupil can after discussion with the teacher</small>	Date work completed and genre						
Write effectively and coherently for different purposes; drawing on reading to inform vocabulary and grammar of their writing.							
Using the full range of punctuation taught at key stage 1 mostly correctly (use the English Program of study and English Appendix Two)							
Make simple additions, revisions and proof reading corrections to their own writing							
Use the punctuation taught at KS1 mostly correctly							
Spell most common expectation words*							
Adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*							
Using the diagonal and horizontal strokes needed to join letters some letters							

\* refer to the national curriculum programmes of study (eg. to exemplify the words that pupils should be able to spell)

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Key Stage 1- Y1 - Writing Moderation Document

<b>Working towards the expected standard</b> <small>The pupil can after discussion with the teacher</small>	Date work completed and genre						
Write sentences that are sequenced to form a short narrative (real or fictional)							
Demarcating some sentences with capital letters							
Emerging use of capital letters for names and for the pronoun I							
Demarcating some sentences with Full stops							
Segment spoken words into phonemes and represent these with graphemes, spelling some correctly							
Make phonetically plausible attempts spelling							
Spell some common exception words*							
Form lower-case letters of the correct size relative to one another in some of the writing (using correct starting and finishing points)							
Emerging use of forming capital letters							
Emerging understanding of forming digits 0-9							
Using spacing between words.							

\* refer to the national curriculum programmes of study and English Appendix 1 (eg. to exemplify the words that pupils should be able to spell)

<b>Working at the expected standard</b> <small>The pupil can after discussion with the teacher</small>	Date work completed and genre						
Write simple, coherent narratives about personal experiences and those of others (real or fictional)							
Sequence sentences to form short narratives.							
Know the purpose and the forms of some non-fiction writing							
Order some events using number/time sequence indicators							
Re-read what has been written to check that it makes sense.							
Cohesion within paragraphs							
	Start sentences in different ways, I, Name or naughty goldilocks ate the porridge						
Tenses	Use present and past tense mostly correctly and consistently.						
	Simple speech (Carlton Way)						
	Description (size, shape, colour, emotion)						
	Story telling language- (Once upon a time)						
Demarcating most sentences with Punctuation	capital letters pronoun for I names						
	full stops						
	Question marks						
	Exclamation marks (not on the framework but in the KS1 program of study)						
Using co-ordination (or / and / but) and some subordination (when / if / that / because) to join clauses							
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically plausible attempts at others.							
Spell many common exception words*							
Spells words containing each of the 40+ phonemes already taught.							
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.							
Using spacing between words that reflects the size of the letters.							
Alliteration							
Onomatopoeia							
Use Feel, Notice (see) Action, Checking (hear) touch FANTASTICS							

\* refer to the national curriculum programmes of study - English Appendix 1 and 2 (eg. to exemplify the words that pupils should be able to spell) - in addition please ensure that other key punctuation elements are used including apostrophes (possession and contraction) and commas.