



# Pathways to **Write**

**Assessment Framework:  
Overview of Objectives  
for working at the Expected Standard**

## Year 1

Y1 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> <li>Sequence sentences to write short narratives based on fictional and real experiences</li> </ul>		✓				✓
Tense	<ul style="list-style-type: none"> <li>Growing accuracy when writing in the past tense</li> <li>Mostly accurate use of present tense when writing</li> </ul>						
Conjunctions	<ul style="list-style-type: none"> <li>Words combined to make simple sentences</li> <li>Use and to join clauses <i>I can see the cat and he is on the mat.</i></li> </ul>	✓		✓	✓	✓	✓
Level of detail	<ul style="list-style-type: none"> <li>Use and to join words</li> <li>Use some simple description</li> </ul>		✓	✓	✓	✓	✓
Cohesive devices	<ul style="list-style-type: none"> <li>Begin to link ideas or events by subject/or pronoun <i>I can see the cat and he is on the mat. He is eating his lunch.</i></li> <li>Write short narratives ensuring that many sentences are sequenced accurately</li> </ul>		✓				✓
Logical sequence of events							✓
Punctuation	<ul style="list-style-type: none"> <li>Some use of full stops and capital letters</li> <li>Begin to use exclamation marks</li> <li>Begin to use question marks</li> <li>Use capital letters for names of people and places</li> <li>Use capital letters for days of the week</li> <li>Use a capital letter for the personal pronoun</li> </ul>	✓	✓	✓	✓	✓	✓
		✓	✓	✓	✓	✓	✓
Spelling	<ul style="list-style-type: none"> <li>Some words containing previously taught phonemes are spelt with some accuracy</li> <li>Phonetically plausible attempts are made to spell words that have not yet been learnt</li> <li>Spell common exception words at WTS standard</li> <li>Some common exception words are spelt accurately inline with SSP programme</li> <li>Apply prefix -un with growing accuracy for both verbs and adverbs</li> <li>Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs</li> <li>Spell days of the week accurately</li> </ul>			✓		✓	
			✓	✓	✓	✓	
Handwriting	<ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Some lower-case letters are formed accurately, starting and finishing in the correct place</li> <li>Form digits 0-9 mostly accurately</li> <li>Understand which letters belong to which handwriting families</li> <li>Hold a pencil comfortably and correctly</li> <li>Sit correctly at a table</li> </ul>						
Edit and Evaluate	<ul style="list-style-type: none"> <li>Check written work makes sense through re-reading with other pupils and the teacher</li> <li>Read work aloud clearly</li> </ul>						
Proof-read							

## Year 2

Y2 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> <li>After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real and fictional)</li> </ul>						
Tense	<ul style="list-style-type: none"> <li>Use past and present tense mostly correctly throughout writing</li> <li>Use of verbs to mark action in progress</li> </ul>			✓	✓		✓
Conjunctions	<ul style="list-style-type: none"> <li>Use co-ordination (and, or, but) to join clauses</li> </ul>	✓	✓				✓
	<ul style="list-style-type: none"> <li>Some use of subordination (when, if, that, because) to join clauses</li> </ul>	✓		✓	✓	✓	✓
Level of detail	<ul style="list-style-type: none"> <li>Use expanded noun phrases to add description and detail</li> <li>Use -ly to turn adjectives into adverbs e.g. slow to slowly</li> </ul>	✓	✓				✓
Cohesive devices	<ul style="list-style-type: none"> <li>Adverbs and subordinate clauses used to support sequence of events/ ideas e.g. suddenly, quickly, when it was dinner time</li> </ul>		✓	✓	✓		✓
Logical sequence of events	<ul style="list-style-type: none"> <li>Evidence of a sequence of connected events</li> </ul>						
	<ul style="list-style-type: none"> <li>Use pronouns to extend and link sentences</li> </ul>						
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Write statements, questions, exclamations and commands appropriately</li> </ul>			✓			
Punctuation	<ul style="list-style-type: none"> <li>Demarcate most sentences in writing with capital letters and full stops (including proper nouns)</li> </ul>	✓					
	<ul style="list-style-type: none"> <li>Use question marks correctly when required</li> </ul>			✓			
	<ul style="list-style-type: none"> <li>Some use of exclamation marks for effect</li> </ul>			✓			
	<ul style="list-style-type: none"> <li>Some use of commas to separate items in lists</li> </ul>		✓				
	<ul style="list-style-type: none"> <li>Some apostrophes for simple contracted forms</li> </ul>					✓	
	<ul style="list-style-type: none"> <li>Begin to use apostrophes for singular possession in nouns</li> </ul>				✓		
Transcription	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others</li> </ul>						
	<ul style="list-style-type: none"> <li>Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/ there, they're, their/ floated/ many/ coat)</li> </ul>					✓	
	<ul style="list-style-type: none"> <li>Spell many common exception words (refer to spelling appendix or SSP/spelling programme)</li> </ul>						
	<ul style="list-style-type: none"> <li>Some accurate use of suffixes to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word and to spell longer words e.g. -ment, -ful</li> </ul>					✓	✓
	<ul style="list-style-type: none"> <li>Some words with contracted forms are spelt correctly</li> </ul>						
	<ul style="list-style-type: none"> <li>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>						
	<ul style="list-style-type: none"> <li>Use spacing between words that reflects the size of the letters</li> </ul>						
	<ul style="list-style-type: none"> <li>Write with increasing fluency and stamina</li> </ul>						
Edit and Evaluate	<ul style="list-style-type: none"> <li>Begin to make simple additions, revisions and corrections:</li> <li>Re-read and evaluate writing checking for meaning and tense form</li> </ul>						
Proof-read	<ul style="list-style-type: none"> <li>Proof-read writing (some prompting may be required)</li> </ul>						

## Year 3

Y3 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> <li>Write for a range of real purposes and audiences</li> <li>Decisions should underpin the form the writing should take</li> </ul>						
Tense	<ul style="list-style-type: none"> <li>Use past and present tense consistently</li> <li>Confident use of progressive form of verbs</li> <li>Some use of the present perfect form of verbs</li> </ul>			✓	✓	✓	✓
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because)</li> </ul>		✓	✓	✓	✓	✓
	<ul style="list-style-type: none"> <li>Effective use of statements, exclamations, questions and commands</li> </ul>						
Level of detail	<ul style="list-style-type: none"> <li>Expanded noun phrases used to add description and detail to create characters, setting and plot</li> <li>Use a varied and rich vocabulary</li> <li>Adverbs and prepositions to express time, place and cause</li> </ul>		✓				
		✓	✓	✓	✓	✓	
Cohesive devices Logical sequence of events	<ul style="list-style-type: none"> <li>Write a full sequence of events (dilemma/conflict/resolution)</li> <li>Sequence ideas or events:                             <ul style="list-style-type: none"> <li>Maintaining form e.g. bullet points, headings</li> <li>Using adverbs and prepositions</li> </ul> </li> <li>Use pronouns to extend and link sentences</li> </ul>						
				✓	✓	✓	✓
Text structure and organisation	<ul style="list-style-type: none"> <li>Select relevant content</li> <li>In non-narrative material, group related ideas in paragraphs</li> <li>In narrative write an opening paragraph and further paragraphs for each stage</li> </ul>	✓				✓	
		✓				✓	
Punctuation	<ul style="list-style-type: none"> <li>Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list</li> <li>Mostly accurate use of apostrophes for contracted forms and possession</li> <li>Some use of inverted commas to punctuate direct speech</li> </ul>						
		✓	✓	✓	✓		
Transcription	<ul style="list-style-type: none"> <li>Most KS1 common exception words are spelt correctly</li> <li>Full range of spelling rules and patterns in appendix 1 for Y1/2</li> <li>Some accurate spelling of words from the Y3/4 word list and some accurate use of prefixes/suffixes and homophones in Y3/4 spelling appendix</li> <li>Use a/an accurately</li> </ul>						
			✓			✓	
Edit and Evaluate	<ul style="list-style-type: none"> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes to grammar and vocabulary</li> </ul>						
Proof-read	<ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation</li> </ul>						

✓ A blue tick refers to Set 1 units – only refers to spring 1 and 2

✓ A purple tick refers to Set 2 units – only refers to spring 1 and 2

## Year 4

Y4 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> <li>Write for a range of real purposes and audiences</li> <li>Decisions should underpin the form the writing should take</li> </ul>						
Tense	<ul style="list-style-type: none"> <li>Use a variety of verb forms correctly and consistently (past and present tense, progressive and present perfect)</li> <li>Use Standard English forms for verb inflections (<i>we were</i> instead of <i>we was</i>)</li> </ul>		✓	✓			✓
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although)</li> <li>Use fronted adverbials to vary sentence structure (time, place and cause/manner)</li> </ul>	✓	✓				✓
Level of detail	<ul style="list-style-type: none"> <li>Use of expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</li> <li>Use of a varied and rich vocabulary</li> <li>Develop settings using expanded noun phrases and fronted adverbials</li> <li>Use descriptions and speech to build a character and evoke a response</li> </ul>	✓	✓		✓	✓	
Cohesive devices	<ul style="list-style-type: none"> <li>Use fronted adverbials to connect and introduce paragraphs</li> <li>Some use of determiners to give more detail about nouns</li> <li>Avoid repetition through choice of noun or pronoun</li> </ul>	✓		✓	✓		
Text structure and organisation	<ul style="list-style-type: none"> <li>Create characters, settings and plot in narrative</li> <li>Use paragraphs to organise information and ideas around a theme</li> <li>Use paragraphs to organise and sequence more extended narratives</li> <li>Use organisational devices including headings and subheadings</li> </ul>	✓		✓		✓	✓
Punctuation	<ul style="list-style-type: none"> <li>Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list, apostrophes for contracted forms and possession</li> <li>Mostly accurate use of Y4 punctuation: commas after fronted adverbials and inverted commas for direct speech</li> <li>Some accurate use of other punctuation to indicate direct speech and possessive apostrophes for plural nouns</li> </ul>	✓	✓	✓	✓	✓	
Transcription	<ul style="list-style-type: none"> <li>Full range of spelling rules in Appendix 1 for Y3/4 are mostly accurate</li> <li>Mostly accurate spelling of words from the Y3/4 word list</li> <li>Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency</li> </ul>						
Edit and Evaluate Proof-read	<ul style="list-style-type: none"> <li>Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation</li> <li>Proof-read for spelling and punctuation errors</li> </ul>					✓	

## Year 5

Y5 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> <li>Write for a range of purposes and audiences, demonstrating selection of content and use of the appropriate form</li> </ul>	✓					
Tense	<ul style="list-style-type: none"> <li>Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect form of verbs)</li> <li>Use Standard English forms for verb inflections instead of local forms (e.g. <i>we were</i> instead of <i>we was</i>)</li> <li>Use modal verbs to indicate degrees of possibility</li> </ul>				✓		✓
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Use relative clauses and parenthesis appropriately e.g. bracketed information in non-narrative, commas around relative clauses when adding detail in narrative</li> <li>Make appropriate choices of vocabulary and grammar to enhance meaning</li> </ul>			✓	✓		✓
Level of detail	<ul style="list-style-type: none"> <li>Use expanded noun phrases, adverbs, determiners and preposition phrases to convey complicated information concisely</li> <li>Use relative clauses to add detail or description (who, which, where, when, whose, that or an omitted relative pronoun)</li> <li>Use adverbs to indicate degrees of possibility</li> <li>Integrate dialogue in narratives to convey character and advance the action</li> </ul>		✓	✓			✓
Cohesive devices	<ul style="list-style-type: none"> <li>Use a wide range of devices to build cohesion within a paragraph: adverbs and adverbials (then, after that, this, firstly), tense choices, and a variety of nouns, pronouns and determiners to avoid repetition</li> <li>Link across paragraphs using adverbs and adverbial phrases (time, place and number); a variety of nouns, synonyms, pronouns and determiners; and tense choices (He had seen her before)</li> </ul>			✓	✓	✓	✓
Text structure & organisation	<ul style="list-style-type: none"> <li>Use paragraphs to organise more complex information and themes</li> <li>In narrative, use paragraphs to organise and sequence more extended narrative structures (organise settings, characters, events and atmosphere)</li> </ul>	✓					
Punctuation	<ul style="list-style-type: none"> <li>Mostly accurate use of punctuation at year 4 standard: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and speech punctuation, apostrophes for contraction and apostrophes for singular possession</li> <li>Some accurate use of Y5 punctuation: brackets, dashes and commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity</li> </ul>	✓	✓				
Transcription	<ul style="list-style-type: none"> <li>Application of full range of spelling rules and patterns in Appendix 1 for years 3/4 and mostly accurate spelling of words from the year 3/4 word list</li> <li>Some accurate spelling of words from the year 5/6 word list and rules/patterns from Appendix list 1</li> </ul>						
Edit and evaluate	<ul style="list-style-type: none"> <li>Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement</li> </ul>						
Proof-read	<ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors</li> </ul>						

## Year 6

Y6 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li> </ul>						
Tense	<ul style="list-style-type: none"> <li>Verb forms used consistently and correctly (e.g. simple past, progressive, present perfect form of verbs)</li> <li>Mostly appropriate use of modal verbs to indicate degrees of possibility, probability and certainty</li> <li>Use passive voice, where appropriate, to affect how information is presented</li> </ul>	✓	✓	✓	✓		
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Recognise structures for formal speech and writing, including subjunctive forms</li> <li>Distinguish between the language of speech and writing and choose the appropriate register</li> <li>Make appropriate choices of vocabulary and grammar to enhance meaning</li> <li>Use relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) or an omitted pronoun to clarify and explain relationships between ideas</li> </ul>		✓	✓		✓	✓
Level of detail	<ul style="list-style-type: none"> <li>Expanded noun phrases, adverbs and prepositions to convey complicated information concisely and to add detail</li> <li>Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel</li> <li>Integrate dialogue in narratives to convey character and advance the action</li> </ul>	✓		✓			
Cohesive devices	<ul style="list-style-type: none"> <li>Use a range of devices to build cohesion (adverbials of time and place, pronouns, nouns and synonyms, conjunctions)</li> <li>Use of appropriate choice of tense to support whole text cohesion and coherence</li> </ul>	✓			✓	✓	
Text structure and organisation	<ul style="list-style-type: none"> <li>Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth</li> <li>Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader</li> </ul>						
					✓		
Punctuation	<ul style="list-style-type: none"> <li>Use a range of punctuation mostly correctly including brackets or commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity and inverted commas and other punctuation to indicate speech</li> <li>Some accurate use of colons to introduce lists and semi-colons to separate items within lists, colons and semi-colons to make the boundary between independent clauses, dashes to indicate parenthesis and hyphens to avoid ambiguity and consistent punctuation of bullet points</li> </ul>	✓	✓	✓	✓	✓	✓
Transcription	<ul style="list-style-type: none"> <li>The full range of spelling rules and patterns as listed in Appendix 1 for years 5 and 6 are applied mostly accurately</li> <li>Spell correctly most words from the Year 5/Year 6 spelling list</li> <li>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> </ul>						
Edit and Evaluate	<ul style="list-style-type: none"> <li>Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register</li> </ul>						
Proof-read	<ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors</li> </ul>						