



# Writing Assessment - North Baddesley Junior School



Band 1 (31 statements)	Band 2 (36 statements)	Band 3 (35 statements)	Band 4 (32 statements)	Band 5 (36 statements)	Band 6 (34 statements)
Spelling spell words containing each of the 40+ phonemes already taught	Spelling spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Spelling use the prefixes un-, dis-, mis-, re-, pre-	Spelling use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-	Spelling spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious	Spelling add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference
Spelling spell common exception words	Spelling spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	Spelling add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited	Spelling understand and add suffixes -ation, -ous	Spelling spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial	Spelling use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter
Spelling spell the days of the week	Spelling spell by learning to spell common exception words	Spelling use the suffix -ly	Spelling add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician	Spelling spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance	Spelling distinguish between homophones and other words which are often confused English Appendix 1
Spelling name the letters of the alphabet in order	Spelling spell by learning to spell more words with contracted forms	Spelling spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature	Spelling spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spley -que e.g. rogue, tongue, antique, unique	Spelling spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly	Spelling use dictionaries to check the spelling and meaning of words
Spelling name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound	Spelling spell by learning the possessive apostrophe (singular) e.g. the girl's book	Spelling spell words with endings which sound like 'zhun' e.g. division, decision	Spelling spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's	Spelling spell words containing the letter -string 'ough' e.g. bought, rough, through, bough	Spelling use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English Appendix 1



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Spelling add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	Spelling spell by distinguishing between homophones and near-homophones	Spelling spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane	Spelling spell more complex words that are often misspelt English Appendix 1	Spelling spell some words with 'silent' letters e.g. knight, psalm, solemn	Spelling use a thesaurus with confidence
Spelling add prefixes and suffixes using the prefix un-	Spelling add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	Spelling spell words that are often misspelt English Appendix 1	Spelling spell words with the 's' sounds spelt 'sc' e.g. science, scene	Spelling use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English Appendix 1	Handwriting write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
Spelling add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest	Spelling apply spelling rules and guidance, as listed in English Appendix 1	Spelling spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym	Spelling place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's	Spelling use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	Handwriting write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task
Spelling apply simple spelling rules and guidance, as listed in English Appendix 1	Spelling write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Spelling spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double	Spelling use the first three or four letters of a word to check its spelling in a dictionary	Spelling use a thesaurus	Composition plan his/her writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own
Spelling write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Handwriting form lower-case letters of the correct size relative to one another	Spelling spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo	Spelling write sentences from memory, dictated by the teacher, that include words and punctuation taught so far	Handwriting write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters	Composition plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary
Handwriting sit correctly at a table, holding a pencil comfortably and correctly	Handwriting start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Spelling spell words with the 'sh' sound spelt 'ch' e.g. chef, machine	Handwriting 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	Handwriting write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task	Composition plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed



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Handwriting begin to form lower-case letters in the correct direction, starting and finishing in the right place	Handwriting write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Spelling spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they	Handwriting increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Composition plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own	Composition draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning
Handwriting form capital letters	Handwriting use spacing between words that reflects the size of the letters	Spelling use the first two or three letters of a word to check its spelling in a dictionary	Composition plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar	Composition plan his/her writing by noting and developing initial ideas, drawing on reading where necessary	Composition draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
Handwriting form digits 0-9	Composition write narratives about personal experiences and those of others (real and fictional)	Spelling write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Composition plan his/her writing by discussing and recording ideas	Composition plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed	Composition draft and write by accurately précising longer passages
Handwriting understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these	Composition write about real events to develop positive attitudes and stamina for writing	Handwriting increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined	Composition draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)	Composition draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2	Composition draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis
Composition write sentences by saying out loud what they are going to write about	Composition write poetry to develop positive attitudes and stamina for writing	Handwriting increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Composition draft and write by organising paragraphs around a theme	Composition draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character	Composition draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables
Composition write sentences by composing a sentence orally before writing it	Composition write for different purposes to develop positive attitudes and stamina for writing	Composition plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary	Composition draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose	Composition draft and write by précising longer passages	Composition evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning
Composition write sentences by sequencing sentences to form short narratives	Composition consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about	Composition plan his/her writing by discussing and recording ideas within a given structure	Composition draft and write non-narrative material, using simple organisational devices	Composition draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly	Composition evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English



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<p>Composition</p> <p>write sentences by re-reading what he/she has written to check that it makes sense</p>	<p>Composition</p> <p>consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary</p>	<p>Composition</p> <p>draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from English Appendix 2</p>	<p>Composition</p> <p>evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements</p>	<p>Composition</p> <p>draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before</p>	<p>Composition</p> <p>evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p>
<p>Composition</p> <p>discuss what he/she has written with the teacher or other pupils</p>	<p>Composition</p> <p>consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence</p>	<p>Composition</p> <p>draft and write by organising writing into paragraphs as a way of grouping related material</p>	<p>Composition</p> <p>evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p>	<p>Composition</p> <p>draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p>	<p>Composition</p> <p>evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>
<p>Composition</p> <p>read aloud his/her writing clearly enough to be heard by his/her peers and the teacher</p>	<p>Composition</p> <p>make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils</p>	<p>Composition</p> <p>draft and write in narratives, creating settings, characters and plot</p>	<p>Composition</p> <p>proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</p>	<p>Composition</p> <p>evaluate and edit by assessing the effectiveness of his/her own and others' writing</p>	<p>Composition</p> <p>proof-read for spelling errors linked to spelling statements for year 6</p>
<p>Vocabulary, Grammar and Punctuation</p> <p>use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun</p>	<p>Composition</p> <p>make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>	<p>Composition</p> <p>draft and write non-narrative material, using headings and sub-headings to organise texts</p>	<p>Composition</p> <p>confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Composition</p> <p>evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2</p>	<p>Composition</p> <p>proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</p>
<p>Vocabulary, Grammar and Punctuation</p> <p>use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper</p>	<p>Composition</p> <p>make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly</p>	<p>Composition</p> <p>evaluate and edit by assessing the effectiveness of his/her own writing</p>	<p>Vocabulary, Grammar and Punctuation</p> <p>understands the grammatical difference between plural and possessive -s</p>	<p>Composition</p> <p>evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p>	<p>Composition</p> <p>confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
<p>Vocabulary, Grammar and Punctuation</p> <p>understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat</p>	<p>Composition</p> <p>read aloud what he/she has written with appropriate intonation to make the meaning clear</p>	<p>Composition</p> <p>evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</p>	<p>Vocabulary, Grammar and Punctuation</p> <p>use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done</p>	<p>Composition</p> <p>evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</p>	<p>Vocabulary, Grammar and Punctuation</p> <p>understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter</p>



Band 1 (31 statements)	Band 2 (36 statements)	Band 3 (35 statements)	Band 4 (32 statements)	Band 5 (36 statements)	Band 6 (34 statements)
Vocabulary, Grammar and Punctuation understand how words can combine to make sentences	Vocabulary, Grammar and Punctuation form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman	Composition proof-read for spelling errors and for punctuation- including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech	Vocabulary, Grammar and Punctuation use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair	Composition proof-read for spelling errors linked to spelling statements for year 5	Vocabulary, Grammar and Punctuation understand how words are related by meaning as synonyms and antonyms e.g. big, large, little
Vocabulary, Grammar and Punctuation use joining words and join clauses using and	Vocabulary, Grammar and Punctuation form adjectives using suffixes such as -ful, -less	Composition read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Vocabulary, Grammar and Punctuation use fronted adverbials e.g. Later that day, I heard the bad news.	Composition proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity	Vocabulary, Grammar and Punctuation use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)
Vocabulary, Grammar and Punctuation sequence sentences to form short narratives	vocabulary, Grammar and Punctuation use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest	vocabulary, Grammar and Punctuation form nouns using a range of prefixes e.g. super-, anti-, auto-	Vocabulary, Grammar and Punctuation use paragraphs to organise ideas around a theme	Composition perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Vocabulary, Grammar and Punctuation understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech
Vocabulary, Grammar and Punctuation separate words with spaces	Vocabulary, Grammar and Punctuation use subordination (using when, if, that, because) and co-ordination (using or, and, but)	Vocabulary, Grammar and Punctuation use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box	Vocabulary, Grammar and Punctuation make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Vocabulary, Grammar and Punctuation convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify	Vocabulary, Grammar and Punctuation link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis
Vocabulary, Grammar and Punctuation use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing	Vocabulary, Grammar and Punctuation use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon	Vocabulary, Grammar and Punctuation identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble	Vocabulary, Grammar and Punctuation use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, Sit down!	Vocabulary, Grammar and Punctuation understand verb prefixes e.g. dis-, de-, mis-, over- and re-	Vocabulary, Grammar and Punctuation use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text
Vocabulary, Grammar and Punctuation use a capital letter for names of people, places, the days of the week, and the personal pronoun I	Vocabulary, Grammar and Punctuation understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Vocabulary, Grammar and Punctuation express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of	Vocabulary, Grammar and Punctuation use apostrophes to mark plural possession e.g. the girl's name, the girls' names	Vocabulary, Grammar and Punctuation use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Vocabulary, Grammar and Punctuation use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up



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Vocabulary, Grammar and Punctuation understand the following terminology: Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark	Vocabulary, Grammar and Punctuation make the correct choice and make consistent use of present tense and past tense throughout writing	Vocabulary, Grammar and Punctuation begin to use paragraphs as a way to group related material	Vocabulary, Grammar and Punctuation use commas after fronted adverbials	Vocabulary, Grammar and Punctuation indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must	Vocabulary, Grammar and Punctuation use the colon to introduce a list and use of semi-colons within lists
	Vocabulary, Grammar and Punctuation use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting	Vocabulary, Grammar and Punctuation use headings and sub-headings to aid presentation	Vocabulary, Grammar and Punctuation understand the following terminology: Determiner. Pronoun, possessive pronoun. Adverbial	Vocabulary, Grammar and Punctuation use devices to build cohesion within a paragraph e.g. then, after that, this, firstly	Vocabulary, Grammar and Punctuation use bullet points to list information
	Vocabulary, Grammar and Punctuation use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing	Vocabulary, Grammar and Punctuation use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play		Vocabulary, Grammar and Punctuation link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before	Vocabulary, Grammar and Punctuation understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover
	Vocabulary, Grammar and Punctuation use commas to separate items in a list	Vocabulary, Grammar and Punctuation begin to use inverted commas to punctuate direct speech		Vocabulary, Grammar and Punctuation use brackets, dashes or commas to indicate parenthesis	Vocabulary, Grammar and Punctuation understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points
	Vocabulary, Grammar and Punctuation use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name	Vocabulary, Grammar and Punctuation understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter vowel, vowel letter. Inverted commas (or 'speech marks').		Vocabulary, Grammar and Punctuation use commas to clarify meaning or avoid ambiguity	
	Vocabulary, Grammar and Punctuation understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma			Vocabulary, Grammar and Punctuation understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity	