WRITING

PRIMARY

CUSPA

CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP

Key indicators for Writing assessment Y1/2/3/4/5

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Key indicators in Y1

	Transcription	VGPS	Composition
1	○ Application of phonics ○ Letter/number formation secure ○ Orientation on the page secure (e.g. spacing, sizing etc)	○ Basic co-ordination (and) ○ CL ○ FS ○ ? ○ ! ○ Basic affixes (e.g. un/ing/s/es)	○ Write simple dictated sentences ○ Orally compose and record a sentence ○ Sequence sentences to form a short narrative

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Key indicators in Y2*

	Transcription	VGPS	Composition
2	• 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.	• 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	• write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly

**These indicators directly match the end of KS1 TAF. Although this has become non-statutory in 2023-24, we will continue to use this to build on our common understanding of expectations in Writing for the year 23-24. It is important to note that the curriculum has not changed during this period.*

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Key indicators in Y3

	Transcription	VGPS	Composition
3	○ Fluent handwriting with evidence of learning to join ○ Spelling using phonics confidently (e.g. selection of appropriate alternative GPC) ○ Spelling high-frequency words securely ○ Check spelling using a dictionary ○ Identify and correct basic transcriptional errors	○ Select the appropriate spelling of homophones (e.g. there, where, one, two) ○ Subordination to join clauses (e.g. after, while, because) ○ Basic knowledge of present/past tense ○ Basic knowledge of 1st/3rd person ○ Inverted commas to mark dialogue ○ Detail added through expanded noun phrases and adverbs	○ Write dictated sentences containing spellings and punctuation taught so far ○ Write well-organised paragraphs ○ Plan, draft and edit simple whole texts that follow a tight structure ○ Create simple narrative settings and characters

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Key indicators in Y4

	Transcription	VGPS	Composition
4	○ Joined fluent handwriting ○ Spelling using phonics, etymology, morphology etc ○ Secure use of a range of affixes ○ Check and correct spelling using a dictionary ○ Identify and correct transcriptional errors with a high degree of accuracy	○ Spell common homophones (e.g. here, weather, who's) ○ Varied sentence structure ○ Sustained tense/perspective ○ Inverted commas and other associated punctuation ○ Detail added through a range of devices, including fronted adverbials ○ Apostrophes for plural possession	○ Write dictated sentences containing spellings and punctuation taught so far ○ Write well-structured paragraphs around a theme ○ Plan, draft and edit simple whole texts that follow a tight structure ○ Create simple narrative settings, characters and plots

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Key indicators in Y5

	Transcription	VGPS	Composition
5	○ Joined fluent handwriting, sustained at pace ○ Application of spelling knowledge ○ Secure use of a wider range of affixes ○ Use dictionaries to check the spelling and meaning of words ○ Use a thesaurus to enhance vocabulary choices	○ Spell a wider range of homophones ○ Varied sentence structure ○ Sustained tense/perspective ○ Range of devices to build cohesion ○ Modal verbs ○ Parenthesis including relative clauses ○ Commas to separate clauses ○ Integration of accurately punctuated dialogue to convey character	○ Draw on reading to inform writing (e.g. characters, settings, language) ○ Focus on effectiveness of writing as well as accuracy ○ Conscious control of syntax for impact ○ Awareness of context, audience and purpose ○ Selection of appropriate register ○ Plan, draft and edit more advanced compositions, still within a clear structure

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Key indicators in Y6*

	Transcription	VGPS	Composition
6	○ 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	○ 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)	○ 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)

**These indicators directly match the end of KS2 TAF. We have presented them in this way to support teachers in understanding the profile of their writers across different aspects of writing competency.*

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