

Assessment and Moderation Grid

Year 1 Writing – Composition

Key Developmental Skills



End of term 1 expectations – Average age 5 yrs 10 mths

Thinking before writing	Begin, with prompts, to talk to an adult about what they are going to write.	
	Recognise, with adult support, the main features of a given model (e.g. a nursery rhyme).	
	With support, draw pictures and begin to write some keywords before writing.	
	Take part in small world play with peers inspired by stories and rhymes.	
Thinking during writing	Independently write simple words, phrases and clauses to convey meaning.	
	Begin, with prompts, to make simple connections in their writing.	
	Use simple vocabulary and language when writing.	
	Begin to write in different forms for themselves (e.g. lists, captions and messages).	
	Become familiar with simple writing frames to support the layout of text in guided writing.	
	Produce and record ideas with support, using simple writing frames to include pictures, labels and/or captions.	
	Share the composition of a simple narrative or poem with the teacher/class.	
Thinking after writing	Begin to write, with support, a sequence of connected events.	
	Re-read their own writing with teacher/adult support.	
	Talk, with prompts, about their writing with the teacher/an adult.	
	Begin to read aloud their own writing with adult/teacher support.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 1 Writing – Composition

Key Developmental Skills



End of term 2 expectations – Average age 6 yrs 2 mths

Thinking before writing	Talk, with increasing clarity, to an adult or peer about what they are going to write.	
	Recognise, with some adult support, the main features of a given model and contribute to class and group writing checklists.	
	Draw pictures and write down keywords or ideas with more independence (when planning writing).	
	Use familiar story language during simple role play or small world play.	
Thinking during writing	Form and say sentence-like structures out loud to an adult or peer before writing.	
	Write simple phrases and clauses with growing confidence, sometimes in series.	
	Develop their writing, with support, ordering events or ideas and making simple connections between them.	
	Begin to make simple vocabulary choices guided by the teacher.	
	Use simple language when writing which reflects the breadth of their experiences and developing phonic knowledge. Establish meaning through the repeated use of key/subject specific words.	
	Begin to identify a developing range of writing forms (e.g. stories and instructions).	
	Use simple models from reading as a frame for their own writing.	
	Begin, with some help, to use simple writing frames to support the layout of text.	
	Attempt to write simple narratives/poems with support and prompts.	
	Write a short and simple sequence of connected events independently.	
Thinking after writing	With support, begin to use an appropriate order in their writing.	
	Manipulate text provided by the teacher to make sense of writing (e.g. piece together sections of an advert/poster). Begin to express own words and ideas.	
	Attempt/begin to re-read their own writing independently (they may still require some support and prompts).	
Thinking after writing	Talk, with increasing independence, about their writing with the teacher/an adult, beginning to give an opinion.	
	Read aloud their own writing using an audible voice (some teacher/adult support may still be required).	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 1 Writing – Composition

Key Developmental Skills



End of term 3 expectations – Average age 6 yrs 6 mths

Thinking before writing	Talk to an adult or peer about what they are going to write.	
	With adult support, recognise the main features of a given model and create simple checklists for their own writing.	
	Draw pictures and write down keywords or ideas before writing.	
	Use simple role play (e.g. puppets, small world) to explore writing ideas.	
Thinking during writing	Say sentences out loud to an adult or peer before writing. Independently attempt to replicate what they have said out loud in their writing.	
	Independently write simple phrases and clauses in series.	
	Make simple connections between ideas and events using some formulaic phrases (e.g. 'last week', 'first', 'next', 'then', 'after that' and 'finally'), including those to indicate the start or end of a text (e.g. 'Once upon a time', 'A long time ago', 'One day', 'The end' or 'They lived happily ever after').	
	Use simple vocabulary appropriate to the purpose for writing (e.g. simple scientific words).	
	Show evidence of vocabulary beginning to match the context.	
	Use some simple descriptive language (e.g. colour, size, simple emotion).	
	Show some indication of basic purpose or form in their writing.	
	Use simple writing frames to support the layout of text.	
	Compose sentences and record in order to form narratives.	
	Use simple poetic structures to substitute own ideas and write new lines/verses within an appropriate frame.	
	Write a sequence of connected events in an appropriate order and in some cases, linked to their own experience.	
Thinking after writing	Write information in simple forms (e.g. captions, lists and labels) and within an appropriate frame (e.g. instructions, recounts, information texts or persuasive texts). Substitute own ideas and write new lines.	
	Write simple texts linked to a topic of interest/personal experience.	
	Re-read their own writing to check that it makes sense.	
Thinking after writing	Talk about their writing with the teacher or a partner.	
	Read aloud their own writing clearly and audibly.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 2 Writing – Composition

Key Developmental Skills



End of term 1 expectations – Average age 6 yrs 10 mths

Thinking before writing	With some help, talk through the content of what they are going to write about and consider the order of their writing.	
	Begin to identify sentence level features in writing models (e.g. simple adjectives to describe nouns).	
	Draw pictures and note down ideas, in a simple planning format, with some support.	
	With adult guidance/modelling, take on roles as characters in familiar stories or rhymes.	
Thinking during writing	Plan the content of each sentence orally before writing.	
	Write in simple and compound sentences that make sense (e.g. using 'and').	
	Recognise, with support, headings within a text. Begin, with support, to group ideas into sections (e.g. using headings).	
	Sequence ideas appropriately.	
	Make, with support, style choices appropriate to the purpose of the writing (e.g. using a heading for a fact text).	
	Begin to make some apt word choices, using word banks for support.	
	Write, with support, narratives (about real or fictional events) in simple sentences.	
	Begin to use poetic techniques, including humour and word play, as part of a group/class.	
	Write, with some support, about real events in chronological order.	
	Produce clear labels to provide more information (e.g. label a simple flow diagram to explain a process).	
Thinking after writing	Make, with some prompts, word choices to engage the reader.	
	Re-read to check for sense, noticing errors in spelling, grammar and punctuation with some help.	
	Take part in a collaborative conversation (e.g. with an adult or peer) to discuss the strengths of their writing.	
	Read aloud own writing clearly and, with help, begin to recognise intonation.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 2 Writing – Composition

Key Developmental Skills



End of term 2 expectations – Average age 7 yrs 2 mths

Thinking before writing	Talk through the content of what they are going to write about, beginning to think about the sequence of sentences.	
	Improve their recognition skills of the main features of a given model (e.g. a recount).	
	With support, include sentence level features in their own writing checklists (e.g. expanded noun phrases and conjunctions).	
	Use new vocabulary linked to the topic in their plans.	
	With support from peers, take on roles as characters in familiar stories or rhymes.	
Thinking during writing	Plan the content and practise the structure of each sentence, making revisions orally before writing.	
	Write with a growing awareness of past and present tense in simple and compound sentences (e.g. using 'when', 'if', 'that', 'because', 'or', 'and', 'but').	
	Group ideas into sections when prompted and sequence writing, beginning to use time connectives, headings and numbers more instinctively and with developing independence.	
	Use some characteristics of the chosen form, referring to known texts as models.	
	Make, more readily, some apt word choices to create interest.	
	Write narratives (about real or fictional events) by developing a sequence of sentences.	
	Use poetic techniques, including humour and word play, to compose a poem with the support of a peer.	
	Write about real events in chronological order, structuring the events into a clear beginning, middle and end.	
	Write simple non-fiction texts using writing frames to organise ideas.	
	Include enough detail, when writing non-fiction, to interest the reader.	
Thinking after writing	Begin to use detail, when writing to persuade, to engage the reader and promote a simple viewpoint.	
	Re-read to check for sense and, with help, ensure that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	
	Evaluate their own writing, with support, identifying the main strengths and beginning to recognise an area for improvement.	
	Read aloud own writing clearly and begin to use some intonation.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 2 Writing – Composition

Key Developmental Skills



End of term 3 expectations – Average age 7 yrs 6 mths

Thinking before writing	Talk through the content of what they are going to write about, considering the sequence of sentences.	
	With peer support, recognise the main features of a given model (e.g. a recount) and create simple checklists for their own writing, including sentence level features (e.g. commas in lists).	
	Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.	
	Take on roles as characters to understand the structure of narratives.	
Thinking during writing	Plan the content and structure of each sentence orally before writing (including simple conjunctions and adjectives).	
	Write in simple and compound sentences with a generally consistent use of past and present tense.	
	Group ideas into sections and sequence writing through the use of time connectives, headings and numbers.	
	Make vocabulary and style choices appropriate to the purpose of writing, ensuring the main features are included.	
	Make some apt word choices and add detail to interest the reader (e.g. using adjectives and simple expanded noun phrases). Use new vocabulary gathered from their reading experiences.	
	Use largely appropriate ideas and content in their writing.	
	Write narratives (about real or fictional events) by developing a sequence of sentences, including some variation in sentence openings.	
	Draw on their experience of listening to and reading stories to develop their story writing style.	
	Use poetic techniques, including humour and word play independently.	
	Write poems individually with support from a response partner to plan and evaluate.	
	Write about real events in chronological order, using a structure of orientation (scene setting), events (recount) and reorientation (closing statement).	
	Write simple non-fiction texts, with support, incorporating the main features of the genre (e.g. instructions and information texts).	
Thinking after writing	Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).	
	Evaluate their own writing with the teacher and their peers, identifying the main strengths and an area for improvement.	
	Read aloud their own writing clearly, audibly and with appropriate intonation.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 3 Writing – Composition

Key Developmental Skills



End of term 1 expectations – Average age 7 yrs 10 mths

Thinking before writing	Orally rehearse sections of writing with prompts from an adult.	
	Recognise the main features of a given model (e.g. a nonsense poem) and create simple checklists for their own writing, including sentence level features.	
	Draw pictures and note down ideas, key words and new vocabulary in a given planning format organised into sections.	
	Adapt a range of roles in order to develop creative and imaginative writing.	
Thinking during writing	Consider the organisation or sequence of sentences, beginning to use more effective adjectives and conjunctions.	
	Confidently write in simple structured sentences (e.g. simple and compound). Use co-ordinating conjunctions as the most common conjunction (e.g. and, or, but, so).	
	Begin, with support, to recognise paragraphs as a device to group related material.	
	Use headings to organise information, more clearly, with guidance.	
	Independently select the appropriate language and organisation for the type of writing.	
	Draw on their experience of reading to inform their choice of vocabulary.	
	Write narrative structure to include a simple beginning, middle and end.	
	Use poetic structures including shape poems.	
	Write about real events, in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) and with prompts begin to add detail in one section.	
	Use non-fiction writing frames independently and confidently, selecting the most appropriate for purpose.	
Thinking after writing	Recognise some simple features of persuasive writing used to engage the reader (e.g. adventurous word choices, vocabulary chosen for effect, detail) and use checklists/frames to structure ideas for their own persuasive writing.	
	Proof-read and correct noticed errors in spelling and punctuation.	
	Evaluate, with some support, their own writing, beginning to suggest improvements to vocabulary.	
	Read aloud their own writing to a group with appropriate intonation and volume.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 3 Writing – Composition

Key Developmental Skills



End of term 2 expectations – Average age 8 yrs 2 mths

Thinking before writing	Orally rehearse sections of writing with a peer, beginning to use talk to consider the sequence of their sections.	
	Recognise and begin to imitate the main features of a given model and create checklists (linking these to their own targets).	
	Begin to include more detail in planning and organise ideas into a logical sequence.	
	Begin to respond appropriately to others in role, using ideas and experiences gained to develop creative and imaginative writing.	
Thinking during writing	Compose and rehearse sentences orally before writing. Consider the organisation or sequence of sentences to include conjunctions, adjectives and subordination.	
	Start to write complex sentences which include a main clause and a subordinate clause. Occasionally use subordinate conjunctions (e.g. when, if, because, although).	
	Use paragraphs, when prompted, to group related material.	
	Begin to recognise and use sub-headings in own writing, as a device to structure text.	
	Begin to demarcate openings and endings and on occasion attempt to organise ideas.	
	Use the main features of a text with some specific vocabulary and style choices.	
	Select words for variety and effect using word walls/banks for support.	
	Write narrative structure to include a simple beginning, middle and end and some development of characters in one or two of the sections.	
	Use poetic structures (e.g. riddles, list poems, haikus, narratives poems) being increasingly aware of techniques such as a rhyme and language play.	
	Write about real events, in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement).	
	Begin to organise related material into sections using headings and subheadings when writing to inform, moving away from the need to use writing frames.	
	Begin to incorporate labelled diagrams in own writing, where appropriate.	
Thinking after writing	Begin to use features of persuasion in own writing.	
	With support, indicate viewpoint through choice of some negative or positive vocabulary when writing to persuade.	
	Proof-read and correct errors in spelling, grammar and punctuation, beginning to use a dictionary.	
	Evaluate their own/discuss others' writing, suggesting some improvements to grammar and vocabulary.	
Thinking after writing	Explore intonation and volume to add clarity so meaning is clear when reading aloud.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 3 Writing – Composition

Key Developmental Skills



End of term 3 expectations – Average age 8 yrs 6 mths

Thinking before writing	Orally rehearse sections of writing, including the sequence of sections.	
	Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).	
	Note down new ideas, key words and topic-specific vocabulary in a given planning format, with some appropriate detail.	
	Adapt a range of roles in order to develop creative and imaginative writing, responding appropriately to others in role.	
Thinking during writing	Compose and rehearse sentences orally before writing. Consider the organisation of sentences to include conjunctions, subordination, adverbs and prepositions.	
	Use a variety of simple structured and complex sentences for clarity and effect.	
	Begin to use paragraphs independently to group related material.	
	Use headings, sub-headings and labelled diagrams to structure text and aid presentation.	
	Demarcate openings and endings and attempt to organise ideas of related points next to each other.	
	Incorporate the main features of a text type, showing awareness of the reader, and make specific vocabulary and style choices.	
	Use generally appropriate vocabulary with some words chosen for effect (e.g. using paired adjectives when expanding simple noun phrases).	
	Write narrative structure to include a simple beginning, middle and end, and some development of setting and characters in one or more of the sections.	
	Use poetic structures and techniques, more confidently.	
	Write about real events, in chronological order, using a structure or orientation (scene setting), events (recount), reorientation (closing statement) with some expanded detail in one or more sections.	
	Draw on their experience of non-fiction texts to produce their own informative writing, using models to support.	
Thinking after writing	Choose appropriate logical connectives to link ideas when writing to persuade (e.g. using word banks/walls) and include more features of persuasion in their writing (e.g. flattery, benefits, text in capitals and powerful verbs/adjectives).	
	Indicate a clear viewpoint through choice of negative or positive vocabulary when writing to persuade.	
	Proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.	
	Evaluate their own and others' writing, suggesting improvements to grammar and vocabulary.	
	Read aloud their own writing, with appropriate intonation and volume, so that the meaning is clear.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 4 Writing – Composition

Key Developmental Skills



End of term 1 expectations – Average age 8 yrs 10 mths

Thinking before writing	Orally plan the structure of the whole piece, beginning to talk about some supporting details.	
	Begin, with some prompts, to select the main features of a given model across an increasing range of genres.	
	Note the keywords needed for a piece of writing.	
	Begin to create a range of roles in order to explore ideas for creative writing.	
Thinking during writing	Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.	
	With growing confidence, write simple structured and complex sentences, using main and subordinate clauses.	
	Consider the organisation of their sentences and begin to group related points/ideas together, making simple links, with some guidance.	
	Compose simple paragraphs with developing confidence.	
	Attempt to separate paragraphs (e.g. using simple layout features where appropriate, including headings and sub-headings).	
	Begin to consider the purpose and audience more carefully when writing. Use the purpose and audience of writing to begin to inform their decisions regarding form and features.	
	Make more effective and appropriate vocabulary choices.	
	Write a clear and logically related beginning, middle and end (when writing narrative structure).	
	Write a section for a class story based on drama and discussion (e.g. an opening).	
	Begin to incorporate some dialogue within narrative structure.	
	Write poems of their own based on models provided by the teacher/those selected from reading.	
	Write, with increasing competence, about real events in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details, beginning to use temporal connectives (e.g. firstly, secondly, thirdly).	
	Write non-fiction using some appropriate features of the genre.	
	Extend their use of appropriate logical connectives to link ideas when writing to persuade (e.g. firstly, secondly, finally).	
	Present a point of view when writing to persuade and begin to make simple style choices to convince the intended reader.	
Thinking after writing	Proof-read for age-appropriate grammar, punctuation and spelling errors, and automatically use a dictionary to support when making corrections.	
	Evaluate their own and others' writing as a class/in a small group, discussing its effectiveness and suggesting possible changes to grammar and vocabulary.	
	Convey meaning through use of intonation and by controlling volume, beginning to modify the tone of their voice appropriately.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 4 Writing – Composition

Key Developmental Skills



End of term 2 expectations – Average age 9 yrs 2 mths

Thinking before writing	Orally plan the structure of the whole piece, sometimes including the supporting details in parts of the writing (e.g. the introduction).	
	Identify and use the main features of a range of genre types, creating checklists (including word and sentence level features) for their own writing.	
	Begin to summarise the main ideas needed for the piece of writing, understanding that they do not need to write in full sentences.	
	Sustain roles in order to develop ideas for creative and imaginative writing.	
Thinking during writing	Consider the organisation or sequence of sentences to develop ideas in more detail through the use of age-appropriate vocabulary, grammar and punctuation.	
	Develop as a writer by experimenting with the type, order and structure of their sentences, drawing on more varied grammar and vocabulary.	
	Begin to develop a simple awareness of other forms of speech (e.g. reported speech and dialogue).	
	Experiment with the order and sequence of their ideas/sentences, finding the most effective way to organise content within paragraphs.	
	Use adverbs and conjunctions to establish cohesion within paragraphs.	
	Attempt to use a fitting but simple opening and closing paragraph.	
	Arrange their ideas, more clearly, under headings and sub-headings, without support.	
	Begin to establish clear purpose across an increasing range of writing, but not always maintained throughout the piece.	
	Include main features which are clear and increasingly appropriate.	
	Write with a basic awareness of the reader.	
	Use deliberate language choices to add interest, detail and to improve clarity.	
	Develop their narrative structure to include the following features: an opening, complication and a resolution/ending.	
	Begin to write longer stories, including some events skimmed and others written in more detail.	
	Experiment with language features and vocabulary choices when writing own poetry.	
	Write about real events in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details and a wider range of temporal connectives (e.g. next, then, afterwards, soon afterwards, after a while, since, meanwhile and eventually).	
	Write non-fiction in an increasing range of forms.	
Thinking after writing	Use a developing range of appropriate logical connectives to link ideas and add detail when writing to persuade (e.g. also, in addition, because of this, like, to sum up, as you can see).	
	With support, recognise and use some more features of persuasion in their writing.	
	Confidently write in role, establishing a straightforward negative or positive viewpoint when writing to persuade.	
	Attempt to provide one detail, of opposing viewpoint, in simple discussion texts.	
Thinking after writing	Develop their proof-reading skills, beginning to check over the text in finer detail to detect errors in spelling, punctuation and grammar.	
	Begin to use their proof-reading skills to edit and improve their own writing/set a target.	
	Critically evaluate their own and others' writing with peers/a response partner, considering the reader and setting a target.	
	Experiment with their tone of voice, when appropriate, to enhance a performance.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 4 Writing – Composition

Key Developmental Skills



End of term 3 expectations – Average age 9 yrs 6 mths

Thinking before writing	Orally plan the structure of the whole piece, including the supporting details in each section of writing.	
	Select the main features of a given model, using only structural headings as guidance, and create checklists (including sentence level features) for their own writing.	
	Use a given variety of planning structures to make notes which summarise key ideas of appropriate brevity (i.e. not full sentences).	
	Create and sustain a range of roles in order to develop creative and imaginative writing.	
Thinking during writing	Compose and rehearse sentences orally before writing, developing a rich vocabulary and an increasing range of sentence structures. Consider the organisation or sequence of sentences to incorporate learning from age-appropriate vocabulary, grammar and punctuation.	
	Use some variety in length, structure or subject of sentences, generally choosing accurate tense and verb forms.	
	Use direct speech to build up a picture and add interest for the reader.	
	Use paragraphs to organise ideas around a theme.	
	Organise ideas or material in a logical sequence and attempt to create links between paragraphs.	
	Use paragraphs to organise whole texts at a basic level.	
	Write clear openings and closings for ideas, which are sometimes linked.	
	Use appropriate headings and sub-headings to structure texts and make information clear and cohesive.	
	Establish a clear purpose throughout a piece of writing, using the main features of the genre appropriately.	
	Write to interest, inform, entertain or engage the reader.	
	Incorporate mainly relevant ideas and content in texts produced.	
	Use deliberate language choices with some expansion of general vocabulary to match the topic. Progressively use a more varied and rich vocabulary.	
	Write narrative structure using the main features, including an opening to establish settings and characters, a complication and resulting events, a resolution and/or ending.	
	Develop ideas and material in more detail when writing narrative structure (e.g. descriptions elaborated using expanded noun phrases and adverbials).	
	Use an increasing range of poetic techniques (e.g. rhyming couplets, onomatopoeia, similes, powerful words and phrases).	
	Use an increasing range of poetic structures (e.g. free verse, acrostic, calligrams, kennings, soliloquies, song lyrics).	
	Write about real events in chronological order using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details and increasingly accurate use of temporal connectives.	
	Write a range of non-fiction texts incorporating the main features of the genre (e.g. explanations and non-chronological reports).	
Thinking after writing	Use appropriate logical connectives and include some features of persuasive writing (e.g. flattery, benefits, text in capitals, powerful verbs/adjectives, appeal, exaggeration and statistics).	
	Select appropriate positive or negative vocabulary to indicate differing viewpoints when writing to persuade.	
	Provide detail of opposing viewpoints in simple discussion texts.	
	Demonstrate more accurate proof-reading for spelling, age-appropriate grammar and punctuation, using a dictionary when required.	
Thinking after writing	Critically evaluate their own and others' writing, suggesting changes to grammar and vocabulary to improve consistency.	
	Convey meaning through use of intonation and by controlling volume and tone.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 5 Writing – Composition

Key Developmental Skills



End of term 1 expectations – Average age 9 yrs 10 mths

Thinking before writing	Orally plan the supporting detail in each paragraph.	
	Begin to recognise how some features of genres can be adapted for different writing purposes. Draw on their experience of texts/genres when creating checklists for their own writing.	
	Begin to make notes of appropriate length and content.	
	Begin, with some prompts, to create their own improvised drama to develop writing ideas.	
Thinking during writing	Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.	
	Show some control over their use of sentences and begin to understand the effect upon the reader.	
	Begin to use some features of sentence structure to build up detail.	
	Ensure each sentence within a paragraph is related to the main idea/central thought.	
	With prompts, write paragraphs which include an introductory topic sentence and relevant supporting sentences to develop their ideas.	
	Begin to use other layout devices to make information clear (e.g. bullets).	
	Attempt to maintain a clear purpose across a range of writing.	
	Demonstrate a sense of audience when writing.	
	Use a reasonably wide vocabulary. Begin to carefully consider the effect upon the reader when making vocabulary choices.	
	Use some clear elements of narrative structure independently.	
	Consider how authors have developed characters and settings in what they have read and use this to inform own narrative writing.	
	Begin to develop characters by commenting upon their thoughts and feelings.	
	Explore more poetic structures in their own writing.	
	Write about real events in a more logical order, including clear structure and relevant detail.	
	Begin to précis short passages.	
	With the support of others/a response partner, begin to make informed choices about which features to include in their non-fiction writing.	
Thinking after writing	Select appropriate logical connectives from a wider range of alternatives provided/suggested when writing to persuade.	
	Recognise and use an increasing range of persuasive features more independently.	
	Attempt to maintain a clear viewpoint in discussion texts.	
	Proof-read for spelling and punctuation errors whilst writing, and improve as they go along.	
Thinking after writing	Evaluate their own and others' writing, indicating possible changes to vocabulary, grammar and punctuation.	
	Enhance a performance, using movement where necessary.	
	Begin to make informed choices about how to perform their own compositions.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 5 Writing – Composition

Key Developmental Skills



End of term 2 expectations – Average age 10 yrs 2 mths

Thinking before writing	Begin to orally plan the links between sentences in each paragraph.	
	Use features of a selected form with greater confidence and with some adaptation to purpose.	
	Make notes of appropriate length and content including the topic-specific vocabulary needed for the writing.	
	Begin to script their own drama to develop creative writing ideas further, including some character development.	
Thinking during writing	Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.	
	Consider their use of sentence types more carefully, experimenting with the order, combination and structure, and developing their own, individual writing style.	
	Attempt to use a variety of sentences to create specific effects.	
	Begin to manipulate clauses for effect.	
	Use paragraphs instinctively to structure text and guide the reader.	
	Within paragraphs, begin to use some devices which support cohesion.	
	Begin to create smoother links across paragraphs.	
	Use, with guidance, further layout devices to structure text (e.g. columns in newspaper reports and tables in science reports).	
	Maintain a clear purpose across a range of writing, with the main features of the chosen form used appropriately. Include other writing features which they feel are appropriate/effective.	
	Reflect their understanding of the reader by selecting generally appropriate vocabulary.	
	Use vocabulary to create specific effects.	
	Begin to use a well-developed narrative structure.	
	With prompts, add descriptive detail to appropriate sections in narrative writing, making settings more vivid and bringing characters to life.	
	Use dialogue within narrative structure to develop characterisation.	
	Become familiar with a widening range of poetic structures, drawing on reading models where necessary.	
	Write about real events in a logical order, including clear structure and relevant detail, beginning to cover areas of who, which, where, when and why?	
	Show more skill when writing a précis.	
	Write non-fiction effectively, according to the text type.	
Thinking after writing	Use a growing range of appropriate logical connectives when writing to persuade, independently using writing walls/word banks to support (e.g. obviously, clearly, furthermore, as well as, what is more).	
	Begin to make informed choices about which features of persuasion to include in their writing.	
	Demonstrate awareness of the audience when writing to persuade.	
	With support, begin to make choices about how to present a balanced viewpoint.	
	Proof-read for spelling, punctuation errors and meaning whilst writing, and improve as they go along, checking targets.	
Thinking after writing	With the support of a response partner, ensure they have used the correct tense throughout a piece of writing.	
	Evaluate their own and others' writing, indicating possible changes to vocabulary, grammar and punctuation, to start to improve clarity.	
	Clearly convey meaning through use of intonation, volume, tone and movement.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 5 Writing – Composition

Key Developmental Skills



End of term 3 expectations – Average age 10 yrs 6 mths		
Thinking before writing	Orally plan the structure of the whole piece, including supporting detail in each paragraph of writing.	
	Plan links between sentences within each paragraph.	
	Establish features of a selected form clearly, with some adaptation to purpose.	
	Develop ideas for narratives drawn from their experience of reading books and watching plays.	
	Use a given variety of planning structures to make appropriate notes, including topic-specific vocabulary.	
	Create own scripted or improvised drama (including character development) in order to develop creative and imaginative writing.	
Thinking during writing	Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.	
	Use a variety of sentence lengths, structures and subjects to provide clarity and emphasis.	
	Use some features of sentence structure to build up detail or convey shades of meaning.	
	Use devices to build cohesion within paragraphs or verses (e.g. secure use of pronouns).	
	Link ideas across paragraphs or verses using adverbials of time, place and number.	
	Use layout devices to structure text (e.g. headings, subheadings, columns, bullets, tables and labelled diagrams).	
	Maintain a clear purpose across a range of writing with all features of chosen form used appropriately to maintain readers' interest.	
	Develop a generally appropriate style across most writing.	
	Use vocabulary for effect, with a reasonably wide range. Start to make vocabulary choices to reflect shades of meaning (e.g. 'cutting edge', 'new', 'latest', 'up-to-date').	
	Write narrative structure to include most elements (e.g. introduction, build-up, main event, resolution, ending).	
	Develop character and settings, including within own scripted drama, using similar writing models to adapt their own ideas.	
	Use poetic structures in a range of forms, including narrative and performance poetry.	
	Write about real events in a logical order, including clear structure and relevant detail, covering areas of who, which, where, when and why.	
	Begin to précis longer passages.	
Thinking after writing	Independently select the appropriate features to include in their non-fiction writing (e.g. leaflets: clear and bold heading, factual and informative information, short messages/quotations and contact information).	
	Use appropriate logical connectives when writing to persuade and select the most appropriate features of persuasive writing for task (e.g. flattery, benefits, text in capitals, powerful verbs/adjectives, emotional appeal, exaggeration, statistics, questions and a one-sided argument).	
	Maintain a clear viewpoint and, in discussion texts, make clear choices about how to present a balanced viewpoint (e.g. listing viewpoints for/against).	
	Proof-read for spelling/punctuation errors, consistent tense and meaning, editing as they go along to reflect their targets.	
Thinking after writing	Begin to check for correct subject and verb agreement, distinguishing between the language of speech and writing.	
	Evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity.	
	Make choices about how to perform their own compositions effectively.	
Notes		

Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 6 Writing – Composition

Key Developmental Skills



End of term 1 expectations – Average age 10 yrs 10 mths

Thinking before writing	Think aloud, with the support of a peer or group, to generate ideas for writing, making appropriate, ordered notes.	
	Begin to critically evaluate and select the most appropriate features of a genre to use for their writing.	
	Make note of precise vocabulary needed for a particular purpose.	
	Respond to scripted or improvised drama to develop their own creative and imaginative writing.	
Thinking during writing	Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.	
	Experiment with sentences to develop their competence as a writer.	
	Manipulate clauses to achieve different effects.	
	Write paragraphs which include a topic sentence (to begin and summarise the main idea), supporting sentences (to provide detail and extra information regarding the main idea) and a closing sentence (to conclude).	
	Begin to make choices about which layout devices to use in own writing.	
	Begin to identify the needs of different audiences in their writing.	
	Use varied vocabulary confidently to create a range of effects, showing interest in expanding upon their choices.	
	Demonstrate awareness of an increasing range of narrative genres (e.g. historical, adventure, mystery, fantasy, science fiction, play scripts).	
	Begin to use appropriate grammatical conventions to create atmosphere (e.g. carefully selected adjectives and adverbs, precise nouns, powerful verbs, pace and to-the-point dialogue).	
	Draw on their reading experiences and experiment with poetic techniques to support their facility as poets.	
	Confidently write about real events, including a logical order, clear structure and appropriate details to interest the reader.	
	Show more skill when précising longer passages.	
	Begin to demonstrate sustained awareness of the reader when writing to inform.	
	Use most features of persuasive writing appropriately to compose material, such as a leaflet or brochure for an event or place of interest.	
	Maintain a clear viewpoint when writing to persuade and, in discussion texts, make clear choices about how to present a balanced viewpoint (e.g. using a paragraph to deal with each point).	
Thinking after writing	Proof-read to confirm they have used the correct tense/person consistently throughout a piece of writing.	
	Proof-read to ensure they have chosen the correct form of the verb for the subject.	
	Use talk effectively, remaining on task, to evaluate more critically their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity.	
	Make choices about performing own compositions, beginning to take the needs of the listener into account.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 6 Writing – Composition

Key Developmental Skills



End of term 2 expectations – Average age 11 yrs 2 mths

Thinking before writing	Explain the process for planning writing and continue to collaborate with others when generating ideas and making notes.	
	Critically evaluate and select appropriate features to use and adapt, increasingly creating own relevant checklist.	
	Begin to select the most appropriate planning format for a particular piece of writing.	
	Develop an understanding of viewpoint through sharing and responding to scripted and improvised drama.	
Thinking during writing	Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.	
	Consciously control sentence structure in their writing, demonstrating understanding of why sentences are constructed as they are.	
	Use a range of sentence structures to create particular effects appropriate to the text type. Use a range of short sentences for effect and to highlight/alter pace. Use a range of complex sentences to ensure the text flows and provides the reader with detail and description.	
	With growing confidence, use an increasing range of devices to support cohesion within and across paragraphs.	
	Hone and develop their paragraphs to structure text, make meaning clear and make the main idea clear to the reader.	
	Select a combination of layout devices appropriate to the purpose (headings, sub-headings, columns, bullets, underlining and tables).	
	Use word choices which support the purpose with increasing precision, including use of specific and technical vocabulary.	
	Consciously select vocabulary reflecting their understanding of the audience.	
	Write narrative structure to include some elements for a particular genre with growing confidence and independence.	
	Combine elements of description, characterisation, dialogue and action in narrative structure to maintain readers' interest.	
	Select appropriate vocabulary and poetic techniques to enhance the effectiveness of their poetry writing (e.g. alliteration, similes, rhythm, rhyme, imagery, onomatopoeia).	
	Confidently write about real events, beginning to use more precise and appropriate language (e.g. personal language to recount humorous events).	
	Précis longer passages with increasing accuracy.	
	Write non-fiction which includes a relevant introduction and clear presentation of information with careful consideration given to the intended reader.	
Thinking after writing	Demonstrate awareness of higher order logical connectives and begin to use them independently when writing to persuade.	
	Use appropriately all features of persuasive writing to help the audience make a choice.	
	Begin to identify the difference between biased and balanced arguments.	
	Demonstrate greater skill when proof-reading and editing to ensure their writing is effective and targeted towards the reader.	
	Critically evaluate their own and others' writing to enhance effects, proposing changes by drawing on more varied vocabulary, grammar and punctuation.	
	Devise a performance considering how to adapt the material for a specific audience.	

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Assessment type (class/group/individual/moderation) _____

Assessment and Moderation Grid

Year 6 Writing – Composition

Key Developmental Skills



End of term 3 expectations – Average age 11 yrs 6 mths		
Thinking before writing	Demonstrate the processes needed to plan writing by thinking aloud to generate ideas.	
	Critically evaluate and select appropriate features to use and adapt, creating their own checklists independently.	
	Select the most appropriate planning frame for the genre of writing, making note of precise vocabulary.	
	Refine, share and respond to scripted and improvised drama (improving understanding of viewpoint) in order to develop creative and imaginative writing.	
Thinking during writing	Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.	
	Confidently construct sentences in a variety of ways to clarify purpose, shape and organise text coherently, and contribute to the overall effect on the reader.	
	Use more features of sentence structure to build up detail or express shades of meaning (e.g. varying word order, expanding verb phrases).	
	Use a wider range of cohesive devices (e.g. repetition of a word or phrase, adverbials and ellipsis).	
	Construct paragraphs to support meaning and purpose.	
	Independently select and use the most appropriate layout devices to structure a text effectively and guide the reader.	
	Identify the audience for/purpose of a range of text types, making features clear and establishing an appropriate style.	
	Use accurate information and clearly expressed, appropriate ideas/content in their writing.	
	Draw on reading and research where necessary to enrich their writing.	
	Expand vocabulary and use subject-related words appropriately (introduction, build up, main event, resolution, ending) in a range of genres.	
	Use vocabulary to create appropriate atmosphere.	
	Use dialogue effectively to create characters and move action forward in both scripted drama and narrative.	
	Use poetic techniques in a range of forms, including the use of personification and metaphor.	
	Write about real events using accurate and appropriate language, such as technical and formal language to recount a science investigation, powerful verbs and vivid description to recount an adventure, or informal, personal language to recount humorous events.	
	Competently précis longer passages.	
	Draw on their knowledge and experience of reading non-fiction in order to produce a wider range of informative writing, independently selecting the most appropriate features of the genre.	
Thinking after writing	Use higher order, appropriate logical connectives and include all features in a widening range of persuasive writing (e.g. a report/formal letter to sway the reader or advert to persuade people to buy something).	
	Maintain a clear viewpoint when writing to persuade and, in discussion texts, know how to present a balanced viewpoint or indicate author preference via tone or structure.	
	Proof-read for spelling and punctuation errors and consistent and correct use of tense/person.	
	Edit to improve vocabulary, style and paragraph structure.	
	Edit the content of their writing, ensuring ideas/materials are expressed coherently and logically to target the reader.	
	Check for correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.	
	Critically evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity and effect.	
Notes	Make choices about performing own compositions, taking the needs of the listener into account.	
	Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.	

Assessment type (class/group/individual/moderation) _____