



**THE LITERACY**  
COMPANY

# **ASSESSING COHERENT NARRATIVES AND NON-FICTION**

## **YEAR 1 TO YEAR 6**

[www.theliteracycompany.co.uk](http://www.theliteracycompany.co.uk)

## INTRODUCTION

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In response to the STA's drive to ensure pupils are able to write coherent narratives and non-fiction, The Literacy Company have created an *Assessing Coherent Narratives and Non-Fiction document* to support teachers in assessing coherence.

### **What is coherence?**

The writing is understandable, and each part connects or follows naturally.

The reader should be able to follow a coherent piece of writing easily without anything jarring or throwing you out of the writing.

Coherence involves word, sentence and text level features. In both narrative and non-fiction, coherence is supported by the following features:

- Tense
- Conjunctions
- Level of detail
- Cohesive devices
- Logical sequence of events
- Appropriate vocabulary and grammatical structures

The document details what coherent writing should look like for pupils working towards the expected standard, working at the expected standard and working at greater depth within the expected standard for each year group. The first five rows of each grid focus on coherence; the final rows focus on the additional skills of punctuation, transcription and editing.

The document can be used across the year to identify next steps for pupils or can support judgements for the end of year assessment.

## Assessing coherent narratives and non-fiction at Year 1

<b>Working towards the expected standard (Y1)</b>	
The pupil can write simple sentences which can be read by themselves and others	
Tense	<ul style="list-style-type: none"> <li>Use past, present and future when speaking (ELG03)</li> </ul>
Conjunctions	<ul style="list-style-type: none"> <li>Words combined to make simple sentences <i>I can see the cat.</i></li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>Begin to use and to join words <i>The cat is big and fluffy.</i></li> </ul>
Cohesive devices	<ul style="list-style-type: none"> <li>Say sentences out loud</li> <li>Some sentences sequenced clearly (by subject) <i>I can see the cat. The cat is on the mat. The cat is big.</i></li> </ul>
Logical sequence of events	
Punctuation	<ul style="list-style-type: none"> <li>Beginning to use full stops and capital letters when writing a simple sentence</li> <li>Developing consistency when writing name with a capital letter</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>Words containing previously taught phonemes (Phase 2/3) are spelt with increasing accuracy.</li> <li>Writing is phonetically plausible and can be read by others</li> <li>Spell some common exception words: <i>I, to, the, no, go, was, we, be, he, my, you, her, they, all, are</i></li> <li>Begin to use suffixes where no change is needed to the root word (e.g. ing/ ed/ s)</li> <li>Start to write days of the week independently (applying some of the sounds)</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>Leave spaces between words - not always consistent with this</li> <li>Writes with clearly identifiable letters</li> <li>Links sounds and letters</li> <li>Holds a pencil effectively</li> <li>Show preference for a dominant hand</li> </ul>
Edit and Evaluate	<ul style="list-style-type: none"> <li>Beginning to check written work makes sense through re-reading with other pupils and the teacher</li> <li>Read work aloud clearly</li> </ul>
Proof-read	

<b>Working at the expected standard (Y1)</b>	
The pupil can sequence sentences to write short narratives based on fictional and real experiences	
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>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  Logical sequence of events	<ul style="list-style-type: none"> <li>Begin to link ideas or events by subject and/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>
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 I</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 (e.g. Letters and Sounds Phase 4&amp;5)</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  Proof-read	<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>

<b>Working at greater depth (Y1)</b>	
The pupil can write short narratives and the purpose of the writing is clear	
Tense	<ul style="list-style-type: none"> <li>Use past and present tense with growing accuracy across a short narrative</li> </ul>
Conjunctions	<ul style="list-style-type: none"> <li>Co-ordination is used effectively and with control to link two pieces of information (and)</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>Growing control with simple description and detail</li> </ul>
Cohesive devices Logical sequence of events	<ul style="list-style-type: none"> <li>Writing is mostly correctly sequenced with greater control of pronouns to link ideas or events (e.g. I/ my/ he)</li> <li>Accurately control sentences within longer narratives</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Greater accuracy in use of full stops, capital letters, exclamation marks and question marks</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>Growing accuracy when spelling words containing taught phonemes (considering appropriate grapheme representation)</li> <li>Growing accuracy when spelling common exception words previously taught</li> <li>Mostly accurate use of prefix un- when required</li> <li>Mostly accurate use of suffixes (e.g. -s, -es, -er, -est, -ing, -ed) where no change is needed to the root of the word</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>Mostly accurate formation of lower case letters, starting and finishing in the correct place</li> </ul>
Edit and Evaluate Proof-read	<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>

## Assessing coherent narratives and non-fiction at Year 2

<b>Working towards the expected standard (Y2)</b>	
The pupil can, after discussion with the teacher, write sentences that are sequenced to form a short narrative (real and fictional)	
Tense	<ul style="list-style-type: none"> <li>Some accuracy when writing in the past tense</li> <li>Accuracy when writing in present tense</li> </ul>
Conjunctions	<ul style="list-style-type: none"> <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 some simple description</li> </ul>
Cohesive devices Logical sequence of events	<ul style="list-style-type: none"> <li>Ideas or events linked by subject and/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>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Statement sentences used with control</li> <li>Begin to use question, exclamation and command sentences.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Some use of full stops and capital letters</li> <li>Some use of exclamation marks and question marks</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>Words containing all previously taught phonemes are spelt with increasing accuracy and phonetically plausible attempts are made to spell words that have not yet been learnt</li> <li>Some common exception words are spelt accurately (e.g. Letters and Sounds Phase 4&amp;5)</li> <li>Apply prefix -un with growing accuracy for both verbs and adjectives</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>Beginning to use contracted forms</li> <li>Leave spaces between words</li> <li>Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form lower-case letters of the correct size relative to one another in some writing</li> <li>Form digits 0-9</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> </ul>
Proof-read	

<b>Working at the expected standard (Y2)</b>	
The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real and fictional)	
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> <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 Logical sequence of events	<ul style="list-style-type: none"> <li>• Adverbs and subordinate clauses used to support sequence of events/ ideas e.g. <i>suddenly, quickly, when it was dinner time</i></li> <li>• Evidence of a sequence of connected events</li> <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> <li>• Use question marks correctly when required</li> <li>• Some use of exclamation marks for effect</li> <li>• Some use of commas to separate items in lists</li> <li>• Some apostrophes for simple contracted forms</li> <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> <li>• Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. <i>to, too, two/ there, they're, their/ floated/ many/ coat</i>)</li> <li>• Spell many common exception words (refer to spelling appendix or phonics programme)</li> <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 (<i>running, happily, making, dancer, sweetest</i>)</li> <li>• Some words with contracted forms are spelt correctly</li> <li>• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• Use spacing between words that reflects the size of the letters</li> <li>• Write with increasing fluency and stamina</li> </ul>
Edit and Evaluate Proof-read	<ul style="list-style-type: none"> <li>• Begin to make simple additions, revisions and corrections:                             <ul style="list-style-type: none"> <li>○ Re-read and evaluate writing checking for meaning and tense form</li> <li>○ Proof-read writing (some prompting may be required)</li> </ul> </li> </ul>

<b>Working at greater depth (Y2)</b>	
The pupil can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of the writing	
Tense	<ul style="list-style-type: none"> <li>• Accurate use of past and present tense</li> </ul>
Conjunctions	<ul style="list-style-type: none"> <li>• Subordination (when, if, that, because) and co-ordination (and, but, or) are well managed and used effectively to extend and link sentences</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>• Good control of a wide vocabulary</li> <li>• Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar</li> </ul>
Cohesive devices Logical sequence of events	<ul style="list-style-type: none"> <li>• Connected events organised clearly and coherently</li> <li>• Adverbs may contribute to the overall organisation and coherence e.g. suddenly, finally</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>• Write statements, questions, exclamations and commands effectively</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Use the punctuation taught at key stage 1 mostly correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, apostrophes for contracted forms, apostrophes for singular possession)</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>• Generally, phonetically plausible attempts are made to spell unusual and unfamiliar words correctly</li> <li>• Spell most common exception words (refer to spelling appendix or phonics programme)</li> <li>• Spell most homophones at Y2 correctly</li> <li>• Add suffixes to spell most words correctly (e.g. –ment, –ness, –ful, –less, –ly)</li> <li>• Spell most words with contracted forms correctly</li> <li>• Use the diagonal and horizontal strokes needed to join some letters</li> </ul>
Edit and Evaluate Proof-read	<ul style="list-style-type: none"> <li>• Make simple additions, revisions and proof-reading corrections to writing</li> </ul>



## Assessing coherent narratives and non-fiction at Year 3

<b>Working towards the expected standard (Y3)</b>	
The pupil should have the opportunity to write for a range of purposes	
Tense	<ul style="list-style-type: none"> <li>Some inconsistencies in use of past and present tense may be evident</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Some use of co-ordination and subordination</li> <li>Write statements, questions, exclamations and commands appropriately</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>Some expanded noun phrases used to add description and detail</li> <li>Begin to select some words with an awareness of reader</li> </ul>
Cohesive devices Logical sequence of events	<ul style="list-style-type: none"> <li>Evidence of a sequence of connected events</li> <li>Adverbs and subordinate clauses used to support sequence of events/ideas e.g. next, first, suddenly, when it was dinner time</li> <li>Use pronouns to extend and link sentences</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Demarcate most sentences in their writing with capital letters and full stops and use some question marks when required (including proper nouns)</li> <li>Some accurate use of apostrophes for contracted forms and possession</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>Most key stage 1 common exception words are spelt correctly</li> <li>Begin to spell some words from the Y3/4 word list accurately</li> <li>Some accurate use of suffixes from Y2 (e.g. -ed/-er/-est/-less/-ly)</li> <li>Some accurate use of a/an</li> </ul>
Edit and Evaluate Proof-read	<ul style="list-style-type: none"> <li>Begin to make simple additions, revisions and corrections:                             <ul style="list-style-type: none"> <li>Re-read and evaluate writing checking for meaning and tense form</li> <li>Proof-read writing (some prompting may be required)</li> </ul> </li> </ul>

<b>Working at the expected standard (Y3)</b>	
<p>The pupil has the opportunity to write for a range of real purposes and audiences. These purposes and audiences should underpin the decisions about the form the writing should take.</p>	
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> <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</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  Proof-read	<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> <li>• Proof-read for spelling and punctuation errors</li> </ul>

<b>Working at greater depth (Y3)</b>	
The pupil can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of the writing	
Tense	<ul style="list-style-type: none"> <li>Variety of verb forms (simple, progressive and present perfect) used with confidence</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Greater variety in sentence structures, including the use of fronted subordinate clause</li> <li>Statements, exclamations, questions and commands are used effectively for the purpose of the writing</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>Controlled use of a varied and rich vocabulary drawn from reading</li> <li>Greater control in expanded noun phrases with adjectives to describe and prepositions used to specify</li> </ul>
Cohesive devices Logical sequence of events	<ul style="list-style-type: none"> <li>Adverbs to express time, place and cause are used effectively to sequence paragraphs (then, next, soon, therefore)</li> </ul>
Text structure and organisation	<ul style="list-style-type: none"> <li>Paragraphs are used with greater control in both narrative and non-narrative</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Mostly accurate use of the punctuation taught so far (full stops, capital letters, exclamation marks, question marks, commas in a list, apostrophes for contracted forms, apostrophes for singular possession)</li> <li>Mostly accurate use inverted commas for speech</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>Suffixes and prefixes are used mostly accurately (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-) from the Y3/4 spelling appendix</li> <li>Accurate spelling of common exception words (key stage 1) and many from the Y3/4 word list</li> <li>Spell homophones and near-homophones with greater accuracy from the Y3/4 spelling appendix</li> <li>Use joined handwriting throughout their independent writing with consistency</li> </ul>
Edit and Evaluate  Proof-read	<ul style="list-style-type: none"> <li>Greater independence when evaluating the effectiveness of word choice and grammar</li> <li>Proof-read for spelling and punctuation errors in writing with greater independence</li> </ul>

## Assessing coherent narratives and non-fiction at Year 4

<b>Working towards the expected standard (Y4)</b>	
The pupil should have the opportunity to write for a range of purposes	
Tense	<ul style="list-style-type: none"> <li>• Consistent use of past and present tense with some variety used in past tense forms e.g. progressive and present perfect</li> <li>• Mostly consistent use of Standard English for verb inflections</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>• Use of co-ordination and subordination</li> <li>• Some use of fronted adverbials to vary sentence structure – may not be consistent across writing forms</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>• Use of expanded noun phrases to add description and detail</li> <li>• Start to use a varied and rich vocabulary</li> </ul>
Cohesive devices	<ul style="list-style-type: none"> <li>• Use adverbs and prepositions to support sequence</li> <li>• Some use of fronted adverbials to introduce or connect</li> </ul>
Text structure and organisation	<ul style="list-style-type: none"> <li>• Select relevant content</li> <li>• Group related ideas in paragraphs</li> <li>• In narrative write an opening paragraph and further paragraphs for each stage</li> <li>• Sequence ideas or events</li> <li>• Maintaining form e.g. bullet points, headings</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Use of full stops and capital letters, question marks, commas to separate items in a list, apostrophes for contracted forms mostly correctly</li> <li>• Some accurate use of commas after fronted adverbials and speech punctuation</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>• Most key stage 1 common exception words are spelt correctly</li> <li>• Some accurate application of spelling rules in Appendix 1 for Y3/4 and some accurate spelling of words from the Y3/4 word list</li> <li>• Some accurate use of a/an</li> </ul>
Edit and Evaluate Proof-read	<ul style="list-style-type: none"> <li>• Greater confidence in making simple additions, revisions and corrections:                             <ul style="list-style-type: none"> <li>○ Re-reading and evaluating writing checking for meaning and tense form</li> <li>○ Proof-reading their own writing</li> </ul> </li> </ul>

<b>Working at the expected standard (Y4)</b>	
The pupil has the opportunity to write for a range of real purposes and audiences. These purposes and audiences should underpin the decisions about the form the writing should take	
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	<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>
Proof-read	

<b>Working at greater depth (Y4)</b>	
The pupil can write effectively and coherently for different purposes, selecting suitable forms with appropriate features and showing greater awareness reader	
Tense	<ul style="list-style-type: none"> <li>• Confident use of a variety of verb forms (simple, progressive and present perfect)</li> <li>• Use Standard English forms accurately</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>• Controlled use of a variety of sentence structures to enhance the effectiveness of writing (placement of subordinating conjunctions and adverbials)</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>• Effective use of expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</li> <li>• A good control of a varied and rich vocabulary</li> </ul>
Cohesive devices	<ul style="list-style-type: none"> <li>• Controlled use of fronted adverbials to vary sentence structure and to link and introduce paragraphs</li> <li>• Use a range of determiners to avoid repetition</li> <li>• Appropriate choice of nouns and pronouns to avoid repetition</li> </ul>
Text structure and organisation	<ul style="list-style-type: none"> <li>• Paragraphs are used with greater control in both narrative and non-narrative demonstrating a wider range of fronted adverbials</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Use the punctuation taught so far accurately (full stops, capital letters, exclamation marks, question marks, commas in a list, apostrophes for contracted forms, apostrophes for singular possession, commas after fronted adverbials, inverted commas and other punctuation to indicate direct speech and growing accuracy in the use of 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>• Use joined handwriting consistently throughout their independent writing with greater fluency</li> </ul>
Edit and Evaluate	<ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors in writing with greater independence</li> </ul>
Proof-read	

## Assessing coherent narratives and non-fiction at Year 5

<b>Working towards the expected standard (Y5)</b>	
The pupil can write for a range of purposes	
Tense	<ul style="list-style-type: none"> <li>• Mostly consistent use of standard English forms for verb inflections</li> <li>• Some use of modal verbs</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>• Use a variety of sentence structures to enhance the effectiveness of writing</li> <li>• Use expanded noun phrases, adverbs, determiners and preposition phrases to convey complicated information precisely</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>• Some use of relative clauses</li> <li>• Some use of adverbs for possibility</li> </ul>
Cohesive devices	<ul style="list-style-type: none"> <li>• Some use of devices to build cohesion within and across paragraphs (fronted adverbials, nouns/pronouns and determiners)</li> </ul>
Text structure and organisation	<ul style="list-style-type: none"> <li>• Use paragraphs to organise information and ideas around a theme</li> <li>• Use paragraphs to organise and sequence more extended narrative</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>• Use of Y4 punctuation: commas after fronted adverbials, inverted commas and other punctuation to indicate direct speech and some accurate use of 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 and some accurate spelling of words from the Y3/4 word list</li> <li>• Some accurate use of a/an</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</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>
Proof-read	

<b>Working at the expected standard (Y5)</b>	
The pupil can write for a range of purposes and audiences, demonstrating selection of content and use of the appropriate form	
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>• Adapt sentence length and vocabulary to change and enhance meaning</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> </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> </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 and 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>



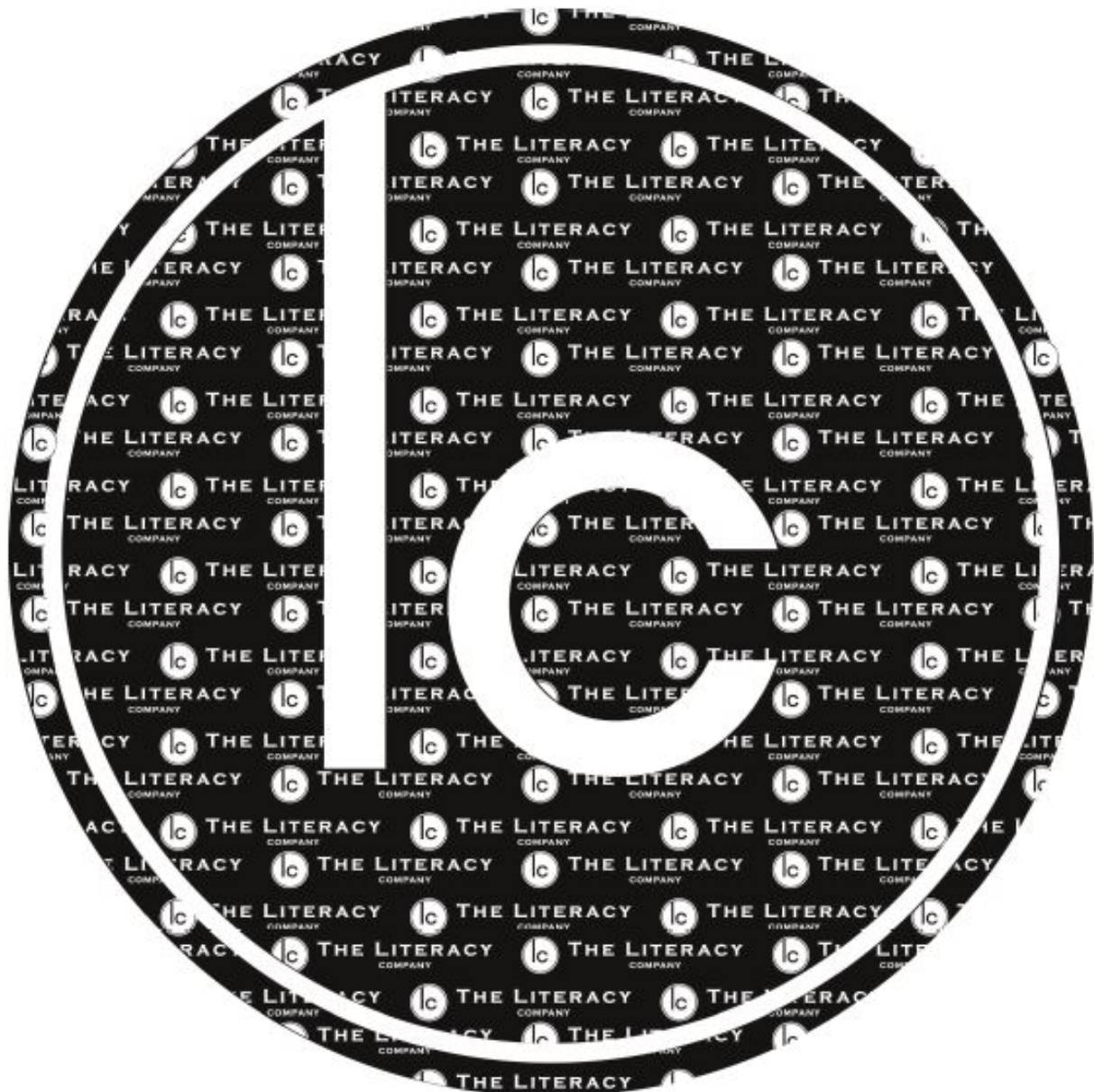
<b>Working at greater depth (Y5)</b>	
The pupil can write with greater awareness of the audience through a variety of techniques to engage and entertain. They are able to select the appropriate form, grammar and vocabulary to suit the purpose.	
Tense	<ul style="list-style-type: none"> <li>Effective use of a variety of verb forms (simple, progressive and present perfect) and modal verbs</li> <li>Use Standard English forms accurately</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Sentence types are manipulated to engage the reader</li> <li>Confident use of parenthesis to suit the purpose of the writing choosing appropriate punctuation (brackets, commas or dashes)</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>Effective use of expanded noun phrases conveying complicated information with greater precision</li> <li>Make apt vocabulary choices fit for the purpose of the writing</li> </ul>
Cohesive devices	<ul style="list-style-type: none"> <li>Confident use of a wide range of devices to build cohesion within and across paragraphs (e.g. adverbs; adverbial phrases; a variety of nouns, pronouns and determiners to avoid repetition; and tense choices)</li> </ul>
Text structure and organisation	<ul style="list-style-type: none"> <li>Paragraphs are used with greater control to organise more complex narratives and non-narrative material</li> <li>Use of appropriate organisational and presentational devices to structure texts and guide the reader</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Accurate use of the full range of punctuation taught so far: Year 3 or below standard punctuation, commas after fronted adverbials, inverted commas and other punctuation to indicate direct speech, accurate use of possessive apostrophes for plural nouns, brackets, dashes and commas, commas to clarify meaning and avoid ambiguity</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>Spell correctly rules and patterns, as listed in Appendix 1 for years 3 /4 and many rules and patterns from appendix 1 for years 5 /6 are accurately applied</li> <li>Spell correctly many words from the year 5/6 word list (Appendix 1)</li> <li>Handwriting is legible and fluent when writing at speed</li> </ul>
Edit and Evaluate	<ul style="list-style-type: none"> <li>Evaluate, edit and proof-read writing independently showing a greater awareness of audience</li> </ul>
Proof-read	

## Assessing coherent narratives and non-fiction at Year 6

<b>Working towards the expected standard (Y6)</b>	
The pupil can write for a range of purposes	
Tense	<ul style="list-style-type: none"> <li>• Past and present tense used consistently</li> <li>• Some variety in verb forms but not consistent</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>• Use a variety of sentence structures to enhance the effectiveness of writing</li> <li>• Some use of relative clauses</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>• Some use of expanded noun phrases to convey complicated information with greater precision</li> </ul>
Cohesive devices	<ul style="list-style-type: none"> <li>• Some use of devices to build cohesion within and across paragraphs using adverbs; adverbial phrases; a variety of nouns, pronouns and determiners to avoid repetition; and tense choices</li> </ul>
Text structure and organisation	<ul style="list-style-type: none"> <li>• Use paragraphs to organise ideas in both fiction and non-fiction</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Mostly correct use of capital letters, full stops, question marks, commas for lists and apostrophes for contraction</li> <li>• Some accurate use of brackets or commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity and inverted commas</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>• Spell correctly most words from the year 3/year 4 spelling list, and some words from the year 5/year 6 spelling list</li> <li>• Spell correctly most words containing rules and patterns from Appendix 1 of year 3/year 4, and some words from Appendix 1 year 5/year 6</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</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>
Proof-read	

<b>Working at the expected standard (Y6)</b>	
The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	
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>Adapt sentence length and vocabulary to change and enhance meaning including use of a wide range of conjunctions</li> <li>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> <li>Make appropriate choices of vocabulary and grammar to suit both formal and informal situations</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>

<b>Working at greater depth (Y6)</b>	
The pupil can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing	
Tense	<ul style="list-style-type: none"> <li>Effective use of a variety of verb forms appropriate to the formality e.g. use of passive verbs and subjunctive in formal writing</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>Distinguish between the language of speech and writing and choose the appropriate register</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>Draw on independent reading to develop characterisation and use of literary language</li> <li>Exercise an assured and conscious control over vocabulary choices for effect on the reader</li> </ul>
Cohesive devices	<ul style="list-style-type: none"> <li>Confident control of a wide range of devices to build cohesion successfully within and across paragraphs</li> </ul>
Text structure and organisation	<ul style="list-style-type: none"> <li>Paragraphs are manipulated for effect and used accurately to organise more complex narratives and non-fiction</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Use the full range of KS2 punctuation correctly and precisely to enhance meaning and avoid ambiguity (Appendix 2)</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>Spell correctly rules and patterns from Appendix 1 for year 5/6</li> <li>Spell words from the year 5/6 spelling list correctly (Appendix 1)</li> <li>Handwriting is legible and fluent when writing at speed</li> </ul>
Edit and Evaluate	<ul style="list-style-type: none"> <li>Evaluate, edit and proof-read writing independently showing an awareness of the audience in editing choices made</li> </ul>
Proof-read	



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