



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

# Key indicators in Y1

	Transcription	VGPS	Composition
1	<ul style="list-style-type: none"> <li>○ Application of phonics</li> <li>○ Letter/number formation secure</li> <li>○ Orientation on the page secure (e.g. spacing, sizing etc)</li> </ul>	<ul style="list-style-type: none"> <li>○ Basic co-ordination (and)</li> <li>○ CL</li> <li>○ FS</li> <li>○ ?</li> <li>○ !</li> <li>○ Basic affixes (e.g. un/ing/s/es)</li> </ul>	<ul style="list-style-type: none"> <li>○ Write simple dictated sentences</li> <li>○ Orally compose and record a sentence</li> <li>○ Sequence sentences to form a short narrative</li> </ul>

# Key indicators in Y3

	Transcription	VGPS	Composition
<b>3</b>	<ul style="list-style-type: none"> <li>○ Fluent handwriting with evidence of learning to join</li> <li>○ Spelling using phonics confidently (e.g. selection of appropriate alternative GPC)</li> <li>○ Spelling high-frequency words securely</li> <li>○ Check spelling using a dictionary</li> <li>○ Identify and correct basic transcriptional errors</li> </ul>	<ul style="list-style-type: none"> <li>○ Select the appropriate spelling of homophones (e.g. there, where, one, two)</li> <li>○ Subordination to join clauses (e.g. after, while, because)</li> <li>○ Basic knowledge of present/past tense</li> <li>○ Basic knowledge of 1<sup>st</sup>/3<sup>rd</sup> person</li> <li>○ Inverted commas to mark dialogue</li> <li>○ Detail added through expanded noun phrases and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>○ Write dictated sentences containing spellings and punctuation taught so far</li> <li>○ Write well-organised paragraphs</li> <li>○ Plan, draft and edit simple whole texts that follow a tight structure</li> <li>○ Create simple narrative settings and characters</li> </ul>

# Key indicators in Y4

	Transcription	VGPS	Composition
4	<ul style="list-style-type: none"> <li>○ Joined fluent handwriting</li> <li>○ Spelling using phonics, etymology, morphology etc</li> <li>○ Secure use of a range of affixes</li> <li>○ Check and correct spelling using a dictionary</li> <li>○ Identify and correct transcriptional errors with a high degree of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>○ Spell common homophones (e.g. here, weather, who's)</li> <li>○ Varied sentence structure</li> <li>○ Sustained tense/perspective</li> <li>○ Inverted commas and other associated punctuation</li> <li>○ Detail added through a range of devices, including fronted adverbials</li> <li>○ Apostrophes for plural possession</li> </ul>	<ul style="list-style-type: none"> <li>○ Write dictated sentences containing spellings and punctuation taught so far</li> <li>○ Write well-structured paragraphs around a theme</li> <li>○ Plan, draft and edit simple whole texts that follow a tight structure</li> <li>○ Create simple narrative settings, characters and plots</li> </ul>

# Key indicators in Y5

	Transcription	VGPS	Composition
<b>5</b>	<ul style="list-style-type: none"> <li>○ Joined fluent handwriting, sustained at pace</li> <li>○ Application of spelling knowledge</li> <li>○ Secure use of a wider range of affixes</li> <li>○ Use dictionaries to check the spelling and meaning of words</li> <li>○ Use a thesaurus to enhance vocabulary choices</li> </ul>	<ul style="list-style-type: none"> <li>○ Spell a wider range of homophones</li> <li>○ Varied sentence structure</li> <li>○ Sustained tense/perspective</li> <li>○ Range of devices to build cohesion</li> <li>○ Modal verbs</li> <li>○ Parenthesis including relative clauses</li> <li>○ Commas to separate clauses</li> <li>○ Integration of accurately punctuated dialogue to convey character</li> </ul>	<ul style="list-style-type: none"> <li>○ Draw on reading to inform writing (e.g. characters, settings, language)</li> <li>○ Focus on effectiveness of writing as well as accuracy</li> <li>○ Conscious control of syntax for impact</li> <li>○ Awareness of context, audience and purpose</li> <li>○ Selection of appropriate register</li> <li>○ Plan, draft and edit more advanced compositions, still within a clear structure</li> </ul>