

Teacher Assessment Framework End of KS1 Writing (Year 2 Morda 2020-21)



Courage Compassion and Fairness

Using the English writing framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

Working towards the expected standard

The pupil can, after discussion with the teacher:							
Can write sentences that are sequenced to form a short narrative (real or fictional).							
Can demarcate some sentences with capital letters and full stops.							
Can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.							
Can spell some common exception words.							
Can form lower-case letters in the correct direction, starting and finishing in the right place.							
Can use spacing between words.							

Working at the expected standard

The pupil can, after discussion with the teacher:							
Can write simple, coherent narratives about personal experiences and those of others (real or fictional).							
Can write about real events, recording these simply and clearly.							
Can demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.							
Can use present and past tense mostly correctly and consistently.							
Can use co-ordination e.g. <i>or/and/but</i> and some subordination e.g. <i>when/if/that/because</i> to join clauses.							
Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.							
Can spell many common exception words.							
Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.							
Can use spacing between words that reflect the size of the letters.							

Working at greater depth

The pupil can, after discussion with the teacher:							
Can write effectively and coherently for different purposes, drawing in their reading to inform the vocabulary and grammar of their writing.							
Can make simple additions, revisions and proof-reading corrections to their own writing.							
Can use the punctuation taught at KS1 mostly correctly.							
Can spell most common exception words.							
Can add suffixes to spell most words correctly in their writing e.g. <i>-ment, -ness, -ful, -less, -ly</i>							
Can use the diagonal and horizontal strokes needed to join some letters.							
Morda : Pie Corbett / Alan Peat additions							
Can use Alan Peat phrases for ' what, when which, would, who'							
Can use repetition for effect							
Can use more elaborate storytelling features							
Can understand the layout / format of a non fiction text							
Can include some exiting adjectives when describing characters / settings							
Can use time connectives to show the passage of time; then, next , after, meanwhile, later							

Teacher Assessment Framework Writing (Morda Year 3 2020-21)

Courage Compassion and Fairness



Using the English writing framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

Working towards the expected standard							
Can orally rehearse ideas for writing and record ideas using a modelled planning format.							
Can show some understanding of purpose and audience although this may not be sustained.							
Can use the simple structure of a wide range of text types.							
Can proofread work to check for errors and make simple improvements.							
Can make ambitious word choices after they are modelled by teacher.							
Can maintain the correct tense, including the progressive form e.g. <i>We were listening to music. They are eating their dinner.</i>							
Can sometimes add inverted commas to mark direct speech.							
Can use a range of simple conjunctions e.g. <i>when, because.</i>							
Can use a range of punctuation mostly correctly including: full stops, capital letters, ? ! , ' for possession and contraction.							
Can spell some words with prefixes correctly e.g. <i>superstar, autograph, incorrect, disobey.</i>							
Can spell some words with suffixes correctly e.g. <i>usually, finally, relaxation.</i>							
Can apply all the spelling rules from KS1 e.g. donkey, giraffe, tried, fastest, race.							
Can begin to write neat, joined handwriting.							
Working at the expected standard							
Can begin to use own ideas to plan writing.							
Can show an increasing understanding of purpose and audience.							
Can begin to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction.							
Can begin to create settings, characters and plot in narrative.							
Can proofread own and others work to check errors with increasing accuracy, and make improvements.							
Can make deliberate ambitious word choices to add detail e.g. <i>The timid, miniscule mouse trembled with fear.</i>							
Can begin to organise writing into paragraphs around a theme.							
Can maintain the correct tense, including the present perfect tense, throughout a piece of writing e.g. <i>"I have sold the last one" said the baker.</i>							
Can use a range of punctuation correctly including: full stops, capital letters, ? ! , ' for possession and contraction.							
Can use inverted commas for direct speech.							
Can use subordinate clauses e.g. <i>when, although</i>							
Can begin to use conjunctions, adverbs and prepositions e.g. <i>The ugly troll roared from beneath the bridge. Adam surprisingly didn't like the present. They pitched their tent before sunset.</i>							
Can use 'a' or 'an' correctly most of the time. (correct article)							
Can spell some words with prefixes correctly e.g. <i>disappointed, misbehaved, supermarket, redecorating.</i>							
Can spell some words with suffixes correctly e.g. <i>information, frantically, venomous.</i>							
Can begin to spell homophones correctly.							
Can spell some of the Y3/4 spellings correctly.							
Can use neat, joined handwriting with increasing accuracy.							
Working at greater depth							
Can plan and write with an understanding of purpose and audience e.g. <i>planning to use technical words that a certain audience will understand.</i>							
Can proofread own and others work to check for errors and to suggest and make improvements.							
Can make deliberate ambitious word choices to add detail, effect and engage the reader e.g. <i>The mirror suddenly smashed and a dark shadowy figure appeared.</i>							
Can create settings, characters and plot in narratives.							
Can use the structure of several text types, including the use of simple layout devices in non-fiction e.g. <i>using appropriate subheadings, diagrams and captions.</i>							
Can organise writing into paragraphs around a theme.							
Can maintain the correct tense, including the present perfect tense, throughout a piece of writing, with accurate subject-verb agreement e.g. <i>The dogs have barked all night.</i>							
Can consistently punctuate direct speech accurately.							
Can consistently use a range of punctuation correctly including: full stops, capital letters, ? ! , ' for possession and contraction.							
Can use subordinate clauses, sometimes in varied positions e.g. <i>Joe sighed as he was left behind. Mason did not smile although he was excited.</i>							
Can use a range of conjunctions, adverbs and prepositions to show time, place and cause e.g. <i>The cockerel began to crow early in the morning. The witches cast a spell in their grotto. The class got changed after PE.</i>							
Can use articles and determiners mostly correctly.							
Can spell many words with prefixes correctly e.g. <i>misspell, incorrect, irresponsible, immature.</i>							
Can spell many words with suffixes correctly e.g. <i>politician, expansion, frantically.</i>							

Teacher Assessment Framework Writing (Morda Year 4 2020-21)

Courage Compassion and Fairness



Using the English writing framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

Working towards the expected standard							
Can use an appropriate structure in non-fiction texts.							
Can write narratives with a clear beginning, middle and end and a sensible plot.							
Can proofread and amend own with growing confidence.							
Can create more detailed settings, characters and plots in narratives with support.							
Can organise writing into paragraphs around a theme with adult support.							
Can mostly maintain tense agreement throughout a piece of writing e.g. <i>"I have sold the last one," said the baker as he walked behind the counter.</i>							
Can use standard English verb inflections mostly accurately e.g. <i>"We were sitting by the river" rather than "We was sitting by the river."</i>							
Can use a range of punctuation accurately, including: full stops, capital letters, ? ! commas within lists, apostrophes for possession and contractions.							
Can use inverted commas correctly.							
Can begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases e.g. <i>The strict teacher with curly hair shouted loudly. The chiming bell in the top of the bell tower rang out.</i> E.g 2A and 4 A sentences)							
Can begin to choose some nouns and pronouns appropriately to aid cohesion and avoid repetition e.g. <i>Justin walked over. He switched on the light and it made a crackling sound.</i>							
Can use some fronted adverbials with some awareness of commas e.g. <i>As quick as a flash, he crossed the finished line.</i>							
Can spell some words with prefixes correctly e.g. <i>misspell, incorrect, irresponsible, immature, unimpressed.</i>							
Can spell some words with suffixes correctly e.g. <i>politician, television, expansion, frantically.</i>							
Can spell homophones correctly.							
Can spell many of the Y3/4 words correctly.							
Can use a neat, joined handwriting style consistently.							
Working at the expected standard							
Can write a range of narrative and non-fiction pieces using a consistent and appropriate structure.							
Can write narratives with a clear beginning, middle and end with a logical plot.							
Can confidently proofread and amend own and begin to proofread and amend others' writing.							
Can create more detailed settings, characters and plots in narratives to engage the reader.							
Can consistently organise writing into paragraphs around a theme.							
Can maintain accurate tense through a piece of writing.							
Can use Standard English verb inflections accurately e.g. <i>I did all my homework last night rather than I done all my homework last night.</i>							
Can use a full range of punctuation e.g. full stops, capital letters, ? ! commas within lists, apostrophes for possession and contractions.							
Can use all the necessary punctuation in direct speech mostly accurately.							
Can regularly expand noun phrases with the addition of modifying adjectives and prepositional phrases e.g. <i>The eerie ghost hovered above the rickety bed.</i>							
Can regularly choose nouns and pronouns appropriately to aid cohesion and avoid repetition.							
Can use fronted adverbials.							
Can spell most words with prefixes correctly e.g. <i>misspell, incorrect, irresponsible, immature, unimpressed.</i>							
Can spell most words with suffixes correctly e.g. <i>politician, television, expansion, frantically.</i>							
Can spell homophones correctly.							
Can spell many of the Y3/4 words correctly.							
Can use a neat, joined handwriting style consistently.							
Working at greater depth							
Can write a range of narratives that are well-structures and well-paced.							
Can write a range of non-fiction that are well-structured with appropriate layout devices.							
Can proofread consistently and amend own and others writing, correcting errors in grammar, punctuation and spelling.							
Can create detailed settings, characters, and plot in narratives to engage the reader and add atmosphere.							
Can consistently organise writing into paragraphs around a theme to add cohesion and aid the reader e.g. <i>grouping ideas according to a subject in a non-fiction report and ensuring only one topic is discussed in each.</i>							
Can usually maintain an accurate tense throughout a piece of writing e.g. <i>As Edward chased Polly down the street, he could see the sun setting behind the rough sea.</i>							
Can mostly use Standard English inflections accurately.							
Can use the necessary punctuation in direct speech- including comma before opening speech, capital letter to start speech.							
Can expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases e.g. <i>The heroic soldier with an unbreakable spirit marched towards the war-torn front line.</i>							
Can consistently choose nouns and pronouns appropriately to aid cohesion and avoid repetition e.g. <i>The mice ran towards the clock. Their little feet scampered up its timber frame and around its face.</i>							
Can apply all Y3/4 spelling rules: prefixes (submarine, international, antiseptic), suffixes (discussion, glamorous, preparation), homophones (accept/except, main/mane), statutory spelling list.							
Can use knowledge of word families to help with spelling e.g. <i>solv being the root of solve, dissolve and solvent.</i>							

Teacher Assessment Framework Writing (Year 5 Morda 2020-21)

Courage Compassion and Fairness



Using the English writing framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet all the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

Working towards the expected standard						
Can write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.						
Can select appropriate grammar and vocabulary to match the purpose and audience of the writing.						
Can describe settings, characters and atmosphere with an increasing awareness of the reader.						
Can begin to use dialogue to convey a character and advance the action.						
Can use organisational and presentational devices that are relevant to the text type.						
Can create paragraphs that are usually suitably linked, although some transitions may be awkward.						
Can proofread work and assess the effectiveness of their own and others writing and make necessary corrections.						
Can use a full range of punctuation: full stops, capital letters, ? ! commas within lists, apostrophes for possession and contractions.						
Can begin to use commas to clarify meaning or to avoid ambiguity e.g. <i>On a cold and gloomy night, Sunil waited for his friend, Jacob.</i>						
Can begin to use a range of linking words and phrases between sentences and paragraphs to build cohesion.						
Can experiment with relative clauses with support and modelling e.g. <i>Stephen, who was feeling unhappy, stomped down the stairs.</i>						
Can begin to use adverbs and modal verbs to indicate degrees of possibility e.g. <i>Perhaps you should get dressed.</i>						
Can spell some verb prefixes correctly e.g. <i>deactivate, misconduct</i>						
Can spell some verb suffixes correctly e.g. <i>simplify, criticise, motivate</i>						
Can spell some complex homophones correctly e.g. <i>effect/affect</i>						
Can spell some of the Y5/6 words correctly.						
Can write legibly, fluently and with increasing speed.						
Working at the expected standard						
Can write for a range of purposes and audiences, confidently selecting the appropriate structure and organisation of a text.						
Can describe settings, characters and atmosphere to consciously engage the reader.						
Can use dialogue to convey a character and advance the action with increasing confidence.						
Can use and select organisational and presentational devices that are relevant to the text type.						
Can begin to proofread work to precis longer passages by removing unnecessary repetition or irrelevant details.						
Can create paragraphs that are usually suitably linked.						
Can proofread your work and assess the effectiveness of yours and others writing and make the necessary corrections and improvements.						
Can use commas to clarify meaning or to avoid ambiguity with increasing accuracy e.g. <i>The monkey, Bernard, appeared intelligent with many human characteristics. He, unlike other animals, seemed to understand the English language.</i>						
Can use a full range of punctuation: full stops, capital letters, ? ! commas within lists, apostrophes for possession and contractions.						
Can use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, place adverbials and number.						
Can use relative clauses beginning with a relative pronoun.						
Can use parenthesis including brackets, dashes or commas.						
Can use adverbs and modal verbs to indicate degrees of possibility.						
Can spell many verb prefixes correctly e.g. <i>overturn, reopen</i>						
Can convert nouns or adjectives into verbs using suffixes e.g. <i>graduate, solidify</i>						
Can spell many complex homophones correctly e.g. <i>practise/practice</i>						
Can spell many of the Y5/6 words correctly.						
Can write legibly, fluently and with increasing speed.						
Working at greater depth						
Can consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of devices written for different purposes.						
Can describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.						
Can regularly use dialogue to convey a character and advance the action.						
Can proofread to precis longer passages by removing unnecessary repetition or irrelevant details.						
Can consistently link ideas across paragraphs.						
Can proofread work and assess the effectiveness of own and others writing and make the necessary corrections and improvements.						
Can consistently use commas to clarify.						
Can use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time, place and number adverbials e.g. <i>Later on, Gina felt exhausted. Beneath the blankets, she tried to catch up on her sleep.</i>						
Can confidently use relative clause beginning with a relative pronoun.						
Can use parenthesis including brackets, dashes or commas.						
Can use a range of adverbs and modal verbs to indicate degrees of possibility.						
Can spell many verb prefixes correctly e.g. <i>overturn, reopen</i>						
Can spell many complex homophones correctly e.g. <i>principle, principal</i>						
Can spell many of the Y5/6 words correctly.						
Can write legibly, fluently and with increasing speed.						

Teacher Assessment Framework End of KS2 Writing (Morda Year 6 2020-21)



Courage Compassion and Fairness

Using the English writing framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

Working towards the expected standard							
Can write for a range of purposes							
Can use paragraphs to organise ideas							
Can, in narratives, describe settings and characters							
Can, in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)							
Can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly							
Working at the expected standard							
Can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)							
Can, in narratives, describe settings, characters and atmosphere							
Can integrate dialogue in narratives to convey character and advance the action							
Can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)							
Can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.							
Can use verb tenses consistently and correctly throughout their writing							
Can use the range of punctuation taught at key stage 2 mostly correctly [^] (e.g. inverted commas and other punctuation to indicate direct speech)							
[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.							
Can spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary							
* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.							
Can maintain legibility in joined handwriting when writing at speed. The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.							
Working at greater depth							
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 (e.g. literary language, characterisation, structure)							
Can distinguish between the language of speech and writing ³ and choose the appropriate register 3 Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.							
Can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this							
Can use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.							
Can spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.							
Can write legibly. At this standard, there is no specific requirement for a pupil's handwriting to be joined.							
Morda : Alan Peat additions							
