

Writing Standards Moderation Grid: Year 1



1 Working Towards the Expected Standard (WTS)

Objective		Evidence (date)				
W1	I can read back what I have written.					
W2	I can know that a full stop comes at the end of a sentence.					
W3	I can spell CVC words correctly.					
W4	I can spell some common exception words.					
W5	I can form the shapes of my letters correctly.					
W6	I can use finger spaces.					

1 Working at the Expected Standard (EXS)

Objective		Evidence (date)				
E1	I can write simple sentences about myself and others, and simple stories. <i>(Simple sentences have a subject (noun) and a verb.)</i>					
E2	I can use a capital letter for the pronoun 'I'.					
E3a	I can sometimes use capital letters to start my sentences.					
E3b	I can sometimes use full stops to finish my sentences.					
E4	I can use past tense correctly.					
E5a	I can use co-ordinating conjunctions (<i>e.g. and / but</i>).					
E5b	I can use subordinating conjunctions (<i>e.g. because</i>).					
E6	I can use my phonics to help me spell words plausibly.					
E7	I can spell many common exception words.					
E8	I can start and finish most of my letters in the correct place.					
E9	I can use finger spaces.					

1 Working at Greater Depth Within the Expected Standard (GDS)

Objective		Evidence (date)				
G1	I can use noun phrases in my sentences. <i>(Add adjectives before a noun or an adjectival phrase after the noun.)</i>					
G2	I can write in the past and present tense.					
G3	I can punctuate my writing correctly using capital letters, full-stops, question marks and some exclamation marks.					
G4	I can spell most common exception words.					
G5	I can pluralise nouns by adding 's' or 'es'.					
G6	I can form all letters correctly.					

Writing Standards Moderation Grid: Year 2



2 Working Towards the Expected Standard (WTS)

Objective		Evidence (date)				
W1	I can write a few sentences that link together.					
W2	I can sometimes use capital letters and full stops correctly.					
W3	I can use my phonics to help me spell.					
W4	I can spell some common exception words.					
W5	I can correctly form my lowercase letters.					
W6	I can make my lowercase letters the right size compared to each other.					
W7	I can leave finger spaces between my words.					

2 Working at the Expected Standard (EXS)

Objective		Evidence (date)				
E1	I can write stories about myself and others coherently.					
E2	I can write about real events clearly.					
E3a	I can often use capital letters and full stops correctly.					
E3b	I can use some question marks correctly.					
E4	I can use past and present tense correctly and consistently.					
E5a	I can use co-ordinating conjunctions (<i>e.g. or / and / but</i>).					
E5b	I can use subordinating conjunctions (<i>e.g. when, if, that, even though, because, until, since – WHITEBUS</i>)					
E6	I can use my phonics to help me spell most words correctly.					
E7	I can spell most common exception words.					
E8	All my letters and numbers are the correct size compared to each other.					
E9	I can leave correctly sized finger spaces between my words.					

2 Working at Greater Depth Within the Expected Standard (GDS)

Objective		Evidence (date)				
G1	I can write effectively and clearly for different purposes with clear structure and organisation, using a range of exciting word choices and correct grammar.					
G2	I can edit and improve my own writing.					
G3	I can punctuate my writing correctly using question marks, exclamation marks, full-stops, commas, apostrophes and some inverted commas for speech.					
G4	I can spell almost all common exception words.					
G5	I can spell most words with suffixes (<i>-ment, -ness, -ful, -less, -ly</i>).					
G6	I usually use neat, joined up handwriting.					

Writing Standards Moderation Grid: Year 3



3 Working Towards the Expected Standard (WTS)

Objective		Evidence (date)				
W1	I can write sentences that are different forms: statements, commands and questions.					
W2	I can often use capital letters and full stops correctly.					
W3	I can use some description to add detail: expanded noun phrases, adjectival phrases and fronted adverbials.					
W4	I can use FANBOYS as conjunctions for some sentences. (<i>for, and, nor, but, or, yet, so</i>)					
W5	I can begin to demark speech in my writing.					
W6	I can spell correctly some words from the year 3/4 spelling list.					
W7	I can form the majority of letters correctly and use diagonal and horizontal strokes to join some letters.					

3 Working at the Expected Standard (EXS)

Objective		Evidence (date)				
E1	I can draft, redraft and edit fiction and non-fiction.					
E2	I can use expanded noun phrases. <i>(The use of an adjective/s to tell us more about the noun.)</i>					
E3a	I can use question marks and exclamation marks mostly correctly.					
E3b	I can organise my work into sections using a series of devices (<i>e.g. beginning to paragraph</i>).					
E4	I can use adverbs and adverbials to detail when, why, how or where a verb happened. <i>(TRaMP: When? How often?) Time – Last night, the cat sat. (Why?) Reason – The cat sat because it was exhausted after a long day. (How?) Manner – The cat sat still. (Where?) Place – The cat sat in front of the fireplace.)</i>					
E5a	I can use co-ordinating conjunctions. (<i>e.g. for, and, nor, but, or, yet, so</i>)					
E5b	I can use subordinating conjunctions. (<i>e.g. after, when, if, that, even though, because, until, since</i>)					
E6	I can use the correct tense as required.					
E7a	I can use capital letters and full stops mostly correctly.					
E7b	I can use inverted commas.					
E7c	I can use apostrophes for possession and contractions.					
E8	I can spell correctly many words from the year 3/4 spelling list.					
E9	I can form and join my letters mostly correctly.					

3 Working at Greater Depth Within the Expected Standard (GDS)

Objective		Evidence (date)				
G1	I can use paragraphs to organise my ideas.					
G2	I can use commas in lists and commas for clauses mostly correctly.					
G3	I can write fluent joined handwriting of a correct size.					
G4	I can include ambitious vocabulary and simple figurative devices in my description.					

Writing Standards Moderation Grid: Year 4



4 Working Towards the Expected Standard (WTS)

Objective		Evidence (date)				
W1	I can draft, redraft and edit my sentences.					
W2	I can use capital letter, full stops, commas, question marks and exclamation marks correctly.					
W3	I can use expanded noun phrases and adverbs.					
W4	I can use subordinating conjunctions. (<i>e.g. after, when, if, that, even though, because, until, since</i>)					
W5	I can use capital letters, full stops, question marks, exclamations marks, commas, contractions and inverted commas mostly correctly.					
W6	I can spell a variety of year 3/4 words correctly.					
W7	I can form my letters correctly in the appropriate size most of the time.					

4 Working at the Expected Standard (EXS)

Objective		Evidence (date)				
E1	I can use narrative, factual and recount forms.					
E2	I can use descriptive devices in my writing and incorporate figurative language.					
E3	I can use paragraphs to organise ideas.					
E4	I can use some fronted adverbials of time and place and prepositional phrases.					
E5	I can use a range of conjunctions to make complex sentences. (<i>FANBOYS on A WHITEBUS</i>)					
E6	I can maintain the correct tense where appropriate.					
E7	I can use capital letters, full stops, question marks, exclamations marks, commas, contractions and inverted commas correctly.					
E8	I can spell most year 3/4 words correctly.					
E9	I can use fluent joined handwriting of a correct size.					

4 Working at Greater Depth Within the Expected Standard (GDS)

Objective		Evidence (date)				
G1	I can use cohesive devices to link paragraphs.					
G2	I can balance between speech and description in my writing.					
G3	I can use ambitious vocabulary, drawn from a range of sources, to inform my writing.					
G4	I can use all the expected standard punctuation well and am exploring punctuation for parenthesis and marking clauses.					
G5	I can maintain legibility in joined handwriting when writing at length.					

Writing Standards Moderation Grid: Year 5



5 Working Towards the Expected Standard (WTS)

Objective		Evidence (date)				
W1	I can use narrative, factual and recount forms.					
W2	I can use paragraphs to organise ideas.					
W3	I can use descriptive devices in my writing.					
W4	I can use some adverbials of time and place.					
W5	I can use capital letters, full stops, question marks, commas for lists mostly correctly and sometimes use apostrophes for contraction.					
W6	I can spell correctly most words from the year 3/4 spelling list.					
W7	I can write legibly. <i>At this standard, there is no specific requirement for a pupil's handwriting to be joined.</i>					

5 Working at the Expected Standard (EXS)

Objective		Evidence (date)				
E1	I can write for a range of purposes and different audiences.					
E2	I can use narratives, describe characters and settings using vivid description (metaphor, simile, personification), and use dialogue.					
E3	I can in non-narrative writing, use simple devices to structure the writing and support the reader (<i>e.g. headings, sub-headings, bullet points</i>).					
E4	I can use a range of conjunctions and adverbials of time and place within paragraphs. (<i>Subordinating clauses in different positions within a sentence.</i>)					
E5	I can use vocabulary and grammatical structures that is suitable for the style of writing, including modal verbs to suggest degrees of possibility.					
E6	I can use verb tenses correctly throughout my writing.					
E7	I can use the range of punctuation taught at key stage 2 to mark clauses (<i>e.g. commas, brackets, semi-colon, dashes and hyphens</i>).					
E8	I can spell most words from the year 3/4 spelling list and spell correctly some words from the year 5/6 spelling list.					
E9	I can maintain legibility in joined handwriting when writing at length.					

5 Working at Greater Depth Within the Expected Standard (GDS)

Objective		Evidence (date)				
G1	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (<i>e.g. the use of the first person in a diary; direct address in instructions and persuasive writing</i>).					
G2	In narratives, I can describe settings, characters and atmosphere and sometimes integrate dialogue in narratives to convey character and advance the action					
G3	I can use a range of devices to build cohesion (<i>e.g. conjunctions, adverbials of time and place, pronouns, synonyms</i>) within and across paragraphs					
G4	I can use the range of punctuation taught at key stage 2 mostly correctly (<i>e.g. inverted commas and other punctuation to indicate direct speech</i>).					
G5	I can spell correctly some words from the year 5/6 spelling list and use a range of sources to add uncommon or more ambitious vocabulary.					

Writing Standards Moderation Grid: Year 6



6 Working Towards the Expected Standard (WTS)

Objective		Evidence (date)				
W1	I can write for a range of purposes.					
W2	I can use paragraphs to organise ideas.					
W3	In narratives, I can describe characters and settings.					
W4	In non-narrative writing, I can use simple devices to structure the writing and support the reader (<i>e.g. headings, sub-headings, bullet points</i>).					
W5	I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.					
W6	I can spell correctly most words from the year 3/4 spelling list, and some words from the year 5/6 spelling list.					
W7	I can write legibly. <i>At this standard, there is no specific requirement for a pupil's handwriting to be joined.</i>					

6 Working at the Expected Standard (EXS)

Objective		Evidence (date)				
E1	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (<i>e.g. the use of the first person in a diary; direct address in instructions and persuasive writing</i>).					
E2	In narratives, I can describe settings, characters and atmosphere.					
E3	I can integrate dialogue in narratives to convey character and advance the action.					
E4	I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (<i>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</i>).					
E5	I can use a range of devices to build cohesion (<i>e.g. conjunctions, adverbials of time and place, pronouns, synonyms</i>) within and across paragraphs.					
E6	I can use verb tenses consistently and correctly throughout my writing.					
E7	I can use the range of punctuation taught at key stage 2 mostly correctly (<i>e.g. inverted commas and other punctuation to indicate direct speech</i>).					
E8	I can spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.					
E9	I can maintain legibility in joined handwriting when writing at speed. <i>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'.</i>					

6 Working at Greater Depth Within the Expected Standard (GDS)

Objective		Evidence (date)				
G1	I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my writing (<i>e.g. literary language, characterisation, structure</i>).					
G2	I can distinguish between the language of speech and writing and choose the appropriate register.					
G3	I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.					
G4	I can use the range of punctuation taught at key stage 2 correctly (<i>e.g. semi-colons, dashes, colons, hyphens</i>) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.					