



Pupil Assessment Tracker

Writing

Name:

Year 1	Yellow
Year 2	Orange
Year 3	Green
Year 4	Blue

Autumn	Underline
Spring	Cross hatch
Summer	Highlight

Year 1 Writing

1. Speaking and listening	2. Compose and vary sentences	3. Punctuation	4. Text Organisation	5. Vocabulary	6. Produce texts which are appropriate to task.
a. Discuss what they have written with a teacher or other pupils. b. - Read aloud their writing clearly enough to be heard by others.	a. Say out loud what they are going to write about. b. Compose a sentence orally before writing it. c. Re-read what they have written to check for sense. d. Join words and clauses using 'and'.	a. Begin to punctuate with full stops and capital letters. b. Begin to use question marks and exclamation marks. c. Use a capital letter for 'I'. d. - Learn to use capital letters for names of people, places and days of the week.	a. Sequence sentences to form short narratives. b. Use appropriate openers. c. - Order different texts appropriately.	a. Include appropriate word choice. b. Use adjectives e.g. huge.	a. Write appropriately for different purposes.
7. Use Correct Spelling - Spell words containing the 40+ phonemes. - Spell common exception words. - Spell the days of the week.. - Name the letters of the alphabet in order. - Use letter names to distinguish between alternative spellings of the same word. - Add prefixes and suffixes, e.g. -s, -es, un-, -ing, -ed, -er and est. - Apply simple spelling rules (see separate document). - Write from memory simple sentences dictated by the teacher.					
8. Handwriting and presentation - Hold a pencil comfortably and correctly. - Begin to form lower case letters in the correct direction, starting and finishing in the right place. - Understand which letters belong to which handwriting "family" (curly caterpillar, one armed robot etc) Form capital letters correctly. - Leave spaces between words.					

Year 2 Writing					
1. Speaking and listening	2. Compose and vary sentences	3. Punctuation	4. Text Organisation	5. Vocabulary	6. Produce texts which are appropriate to task.
a. Plan or say out loud what they are going to write about. b. Write down ideas and/or key words, including new vocabulary. c. Decide what you want to write, a sentence at a time. d. Read aloud your writing with intonation to make the meaning clear.	a. Compose sentences with different forms: statement, question, exclamation and command. b. Use some variation in sentence openings, e.g. not always starting with name or pronoun. c. Use the present and past tenses correctly and consistently, including the progressive verb, e.g. she is drumming, he was shouting. d. Use subordination using when, if, that, because. e. Use co-ordination using or, and, but. f. Re-read to check for sense (grammar) and that verbs to indicate time (tenses) are used correctly and consistently.	a. Use full stops and capital letters correctly, most of the time. b. Know to use capital letters for names of people, places and days of the week. c. Use question marks and exclamation marks correctly, most of the time. d. Use commas for lists. e. Learn and use apostrophes for contracted forms, e.g. can't and the possessive, e.g. Emma's book. f. Proof read to check for errors in punctuation.	a. Sequence sentences to form short narratives. b. Openings and/or closings sometimes signalled. c. Some basic sequencing of ideas e.g. time related words or phrases, line breaks, headings, numbers.	a. Use adjectives and adverbs to create interest. b. Expand noun phrases to describe and specify, e.g. The beautiful, blue butterfly..., The man in the moon...' c. Use adventurous new vocabulary related to topic.	a. Write appropriately for the text type. b. Use appropriate features and layout, e.g. poetry.
7. Use Correct Spelling - Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. - Learn new ways of spelling phonemes for which one or more spellings are already known, e.g. ai/ay (known), a-e, igh (to learn). - Learn some words with each spelling including a few common homophones, e.g. maid/made, weigh/way. - Learn to spell common exception words. - Learn to spell words with contracted forms, e.g. can't - Proof read to check for errors in spelling. - Add suffixes to spell longer words, including: -er, -est, -ment, -ness, -ful, -less, -ly.					
8. Handwriting and presentation - Form lower-case letters of the correct size relative to one another. - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters , when adjacent to one another, are best left un-joined. - Write capital letters of the correct size, orientation and relationship to one another and to lower case letters. - Use spacing between words.					

Year 3 Writing

1. Speaking and listening	2. Compose and vary sentences	3. Punctuation	4. Text Organisation	5. Vocabulary	6. Produce texts which are appropriate to task.
a. Read aloud their own writing to a group or the whole class, using appropriate intonation b. Discuss writing similar to that which they are planning to write. c. Discuss and record ideas.	a. Compose and rehearse sentences orally (including dialogue) b. Extend a range of sentences using conjunctions including because, before, after, while, so and when. c. Use prepositions (e.g. before, after, during, in.) and adverbs (e.g. then, next and therefore) to express time and cause d. Use the present perfect form of verbs in contrast to the past tense. E.g. <i>'He has gone out to play'</i> instead of <i>'He went out to play'</i> . e. Use 'a' or 'an' depending on whether the next word begins with a consonant or a vowel. f. Begin to use fronted adverbials.	a. Use capital letters, full stops, exclamation marks and question marks accurately. b. Proof read work for punctuation errors. c. Use apostrophes to mark singular possession. d. Use inverted commas to punctuate direct speech	a. Begin to use paragraphs as a way to group related material. b. Use simple organisational devices (for example, headings and sub headings). c. In narratives begin to create setting, character and plot.	a. Choose nouns appropriately for clarity b. Some words selected for effect.	a. Purpose established at a general level b. Main features of selected form are sometimes signalled to the reader
7. Use Correct Spelling - Add suffixes beginning with a vowel to words with more than one syllable (ing, ed, er) - To spell the "l" sound with y in the middle of words. - To spell the "u" sound with ou. - Use prefixes which have negative meaning (un-, dis-, mis-, in-, il-, ir-, im-) - Use other prefixes (super-, anti-, auto-) - Use other prefixes (re-, sub-, inter-) - Add the suffix 'ation' to verbs to form nouns. - Use the -ly suffix and exceptions to this rule. - Use the first two or three letters of a word to check its spelling in a dictionary.					
8. Handwriting and presentation - Use diagonal and horizontal strokes that are needed to join letters. - Increase the legibility, consistency and quality of their handwriting.					

Year 4 Writing

1. Speaking and listening	2. Compose and vary sentences	3. Punctuation	4. Text Organisation	5. Vocabulary	6. Produce texts which are appropriate to task.
a. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	a. Extend a range of sentences using conjunctions including if and although. b. Use standard English forms for verb inflections e.g. 'we were' instead of 'we was'. c. Use fronted adverbial phrases.	a. Use commas after fronted adverbials. b. Use inverted commas and other speech punctuation to punctuate direct speech. c. Use apostrophes to mark plural possession.	a. Use paragraphs to organise ideas around a theme. b. In narratives create setting, character and plot. c. Choose nouns or pronouns for clarity and cohesion and to avoid repetition	a. Use noun phrases expanded by adjectives, nouns and prepositional phrases. b. Evidence of deliberate vocabulary choices. c. Expansion of general vocabulary to match topic.	a. Main features of selected form are clear and appropriate b. Make decisions about the form their writing should take based on the purpose. c. -Show an awareness of your audience
7. Use Correct Spelling - Use the suffix –ous - Use word endings (-sion, -tion, -cian,, -ssion) - Use –sure, -ture - Spell words with the “k” sound spelt with ch e.g. scheme, character, - Spell words with the “g” sound spelt gue. - Spell words with the “k” sound spelt que. - Spell words with the “s” sound spelt sc. - Spell words with the “ei” sound spelt ei, eigh, or ey. - To know the difference between plural and possessive ‘-s’. - Spell further homophones					
8. Handwriting and presentation - Write legibly and fluently					