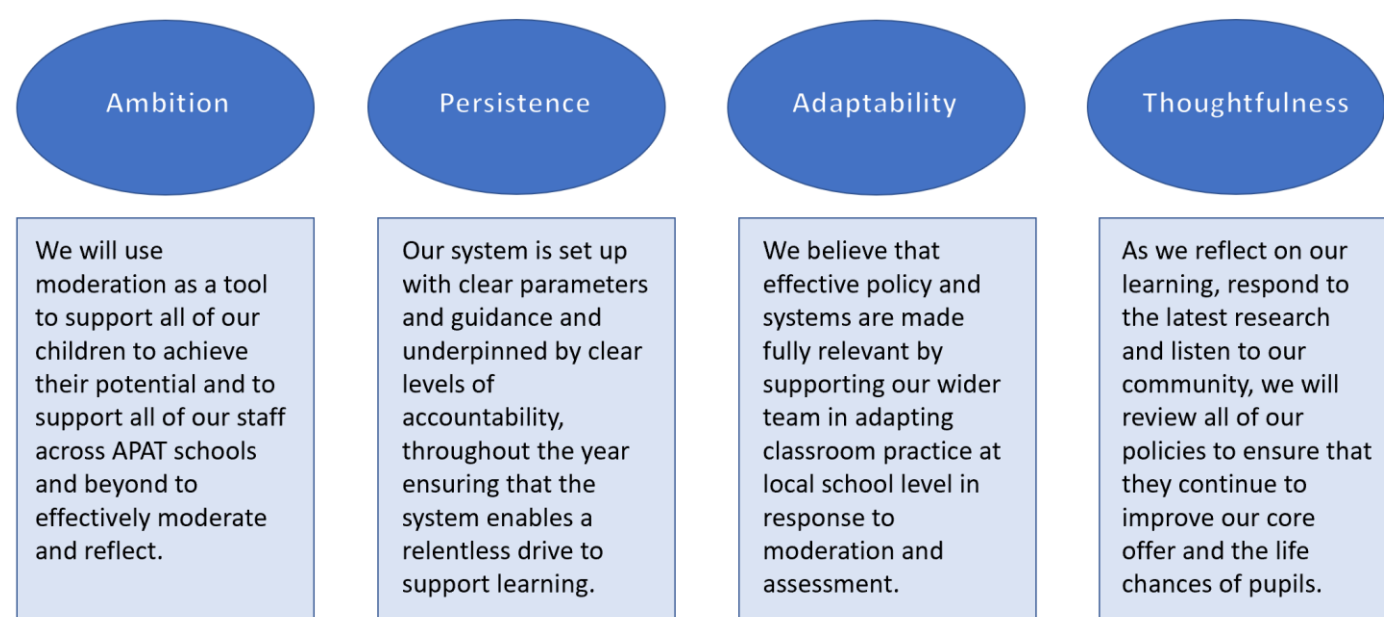


Amadeus Primary Academies Trust Moderation Policy

Date Approved by Trustees:	Date of Next Review:
Signed CEO:	Joint Standards Committee March 2024
Signed Chair of Trustees:	

At Amadeus Primary Academies Trust our core values are: Ambition, Persistence, Adaptability and Thoughtfulness and all of our policies are underpinned by this. In Moderation this means:



Amadeus Primary Academy Trust is committed to quality assuring judgments on all work produced by children in all our schools. This is achieved by regular moderation sessions carried in Year groups, phases and across the Trust. The purpose is to ensure validation of judgments is consistent and matches national expectations. This collaboration will allow for cross school support and the sharing of good practice. A wide sample of work will be discussed in an open forum to ensure there is consistency in our schools. For Writing, each school will moderate using the APAT Moderation Grids (See attached)

The Trust benefits from the expertise, knowledge and experience of its staff. In the open forums, our expert staff will collaborate alongside the class teachers to facilitate a professional dialogue. At each moderation session, class teachers will bring a selected sample of independent work completed at the end of a teaching unit for discussion. (Independent means that beyond broad reminder of the genre requirements and minimum expectations that work will be developed without support). This should include key marginal children whose work does not easily fit into WTS / EXS / GDS.

The following schedule and accountability structure is followed across all schools to ensure that our moderation approach is effective, consistent and responsive, enabling effective response to pupils next steps.

Autumn Term (ALL YEAR GROUPS)

By the end of November, at least one internal moderation will have taken place in each of our schools. The process behind this will be:

Last week of October	Independent piece of writing developed in Class and moderated at class level by Class Teacher.
First week of November	Phase meetings within school validate the moderated pieces of work with this being validated by the Middle Leader before being reported to Senior Leadership and uploaded to our reporting software (School Level Eg Target Tracker and PIXL – Gradings)
Last week of November	Overall Leader responsible for Writing alongside Senior Leadership moderate sample writing to check overview and further validate internal judgements.

Spring Term (ALL YEAR GROUPS)

By the end of March, a second internal moderation will have taken place in each of our schools and within 2 weeks of that a Trust Moderation session will be held as follows:

Last week of February	Independent piece of writing developed in Class and moderated at class level by Class Teacher.
First week of March	Phase meetings within school validate the moderated pieces of work with this being validated by the Middle Leader before being reported to Senior Leadership and uploaded to our reporting software (School Level Eg Target Tracker and PIXL – Gradings)
Last week of March	TRUST MODERATION EVENTS IN PHASES validate judgements across schools, assessing both judgements are standardised and reporting back to the Trust on the validity of these and the level of support matching that agreed.

Summer

By the end of May, a third internal moderation will have taken place in each of our schools and within 2 weeks of that a Trust Moderation session will be held.

Last week of May	Independent piece of writing developed in Class and moderated at class level by Class Teacher.
First week of June	Phase meetings within school validate the moderated pieces of work with this being validated by the Middle Leader before being reported to Senior Leadership and uploaded to our reporting software (School Level Eg Target Tracker and PIXL – Gradings)
Last week of June	TRUST MODERATION EVENTS IN PHASES validate judgements across schools, assessing both judgements are standardised and reporting back to the Trust on the validity of these and the level of support matching that agreed.

Next steps for children are clear following the discussions in the open forums. This process will mean that when reporting the final end of year assessments, staff are secure with their judgements and will have ample time to plan their response for the following term based on gaps against criteria for Expected and Greater Depth in Year.

Skills for Writing Year 1

Name _____

Teacher/Year Group: _____

Working towards the expected standard in writing	Date and type of evidence (1 column = 1 piece of writing)					
Handwriting						
In some pieces of writing, some letters are formed on the line in print format. Some letters are starting and finishing in the correct place.						
In some pieces of writing, there is some evidence that the child has an awareness of forming capital and lowercase letters.						
In some pieces of writing, there is an awareness of ascenders and descenders.						
Punctuation						
In some pieces of writing, there is an awareness of the use of full stops to demarcate the end of a sentence.						
In some pieces of writing, there is an awareness of the use of capital letters to demarcate the start of a sentence.						
In some pieces of writing, there is an awareness of the use of capital letters to demarcate a person's name.						
In some pieces of writing, there is evidence of the use of a capital 'I' as a pronoun.						
Sentence Level						
In many pieces of writing, there is evidence of the use of finger spaces between words.						
In some pieces of writing, the child is beginning to use the word 'and' to join words and clauses.						
Text Levels						
In some pieces of writing, there is an awareness of the use of adjectives to add description. <i>e.g. size, colour, shape. The bus was red.</i>						
There is evidence that the child can write a simple sentence that has meaning.						
Spelling						
The writing is legible and able to be read by an adult.						
In many pieces of writing, some words are spelt correctly and others are phonetically plausible.						

Skills for Writing Year 1

Name _____

Teacher/Year Group: _____

Working at the expected standard in writing	Date and type of evidence (1 column = 1 piece of writing)					
Handwriting						
In many pieces of writing, many letters are formed on the line in print format. Most letters are starting and finishing in the correct place.						
In many pieces of writing, there is evidence that the child sometimes uses capital letters of the correct size compared to lowercase letters.						
In most pieces of writing, there is some evidence that ascenders and descenders are formed correctly.						
In some pieces of writing, there is an awareness shown of ?.						
In some pieces of writing, there is an awareness shown of !.						
Punctuation						
In many pieces of writing, there is evidence of the use of full stops to demarcate the end of a sentence.						
In many pieces of writing, there is evidence of the use of full stops to write a group of sentences.						
In many pieces of writing, there is evidence of the use of capital letters to demarcate the start of a sentence.						
In many pieces of writing, there is evidence of the use of capital letters to demarcate a person's name.						
In many pieces of writing, there is evidence of the use of a capital 'I' as a pronoun.						
Sentence Level						
There is consistent and confident use of finger spaces between words.						
In many pieces of writing, there is evidence that shows the use of conjunctions to join clauses. <i>e.g. because, and, when.</i>						
In many pieces of writing, there is evidence that shows the correct use of 'and' to join words <i>e.g. the cat and the dog, Jack and Jill</i>						
In some relevant pieces of writing, there is an awareness of the correct use of the past tense.						
Text Level						
In many pieces of writing, there is evidence of the use of adjectives to add description. <i>e.g. size, colour, shape. The red bus, the bus was red</i>						
Spelling						
In some pieces of writing, there is evidence of phonetically plausible attempts at Year 1 spelling patterns.						

Skills for Writing Year 1

Name _____

Teacher/Year Group: _____

Working above the expected standard in writing	Date and type of evidence (1 column = 1 piece of writing)					
Handwriting						
In most pieces of writing, most letters are neatly formed on the line in print format and all are starting and finishing in the correct place.						
In most pieces of writing, there is evidence that the child can confidently use capital letters of the correct size compared to lowercase letters.						
In most pieces of writing, there is evidence that ascenders and descenders are formed mostly correctly.						
Punctuation						
In most pieces of writing, there is evidence of consistent and confident use of full stops to demarcate the end of a sentence.						
In most pieces of writing, there is evidence of the secure use of full stops to write a group of cohesive sentences.						
In some pieces of writing, there is evidence of ?.						
In some pieces of writing, there is evidence of !.						
In most pieces of writing, there is evidence of consistent and confident use of capital letters to demarcate the start of a sentence.						
In most pieces of writing, there is evidence of the use of capital letters to demarcate a person's name.						
In some pieces of writing, there is evidence of the growing use of capital letters to demarcate a place's name.						
There is consistent and confident use of a capital 'I' as a pronoun.						
There is an awareness of the use of commas in lists.						
Sentence Level						
There is consistent and confident use of finger spaces between words.						
In most pieces of writing, there is evidence of an accurate use of conjunctions. <i>e.g. because, and, when.</i>						
In many relevant pieces of writing, there is evidence of the correct use of the past tense, including some common regular and irregular verbs <i>e.g. walked, ran</i>						
Text Level						
In most pieces of writing, there is evidence of the use of expanded noun phrases to add description. <i>e.g. size, colour, shape. The little, red bus</i>						
In most pieces of writing, there is evidence of starting sentences in different ways.						
Spelling						
In many pieces of writing, there is evidence of the use of Year 1 spelling patterns.						

Skills for Writing Genres Year 1

Highlight objectives under each genre heading at the end of your teaching sequence.

Name _____ Teacher/Year Group: _____

Date of Writing					
Descriptive writing	Narrative	Letter	Instructions	Recount	Fact File
use ambitious vocabulary	use simple dialogue	use appropriate greeting	use imperative verbs	written in logical order	use interesting facts and information
use my senses	includes characters	use appropriate ending	written in chronological order	past tense	include title
use expanded noun phrases	write a clear ending	include date	use simple time conjunctions	include some description	include headings
	write my story in a logical order	beginning to organise writing in paragraphs	use numbers to order instructions		include a picture/diagram

Skills for Writing Year 3

Name _____

Teacher/Year Group: _____

Must haves	Date when secure
Use full stops to demarcate the end of a sentence.	
Use capital letters to demarcate the start of a sentence.	
Use capital letters for proper nouns.	
A secure use of KS1 punctuation	

Working towards the expected standard in writing	Date and type of evidence (1 column = 1 piece of writing)					
Handwriting						
In some pieces of writing, there is evidence of some diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.						
Punctuation						
In some pieces of writing, there is evidence of an understanding of how to use commas in lists, including expanded noun phrases.						
In some pieces of writing, there is evidence of how to use commas after fronted adverbials.						
In some pieces of writing, there is evidence of the correct use of an apostrophe to mark possession.						
Sentence Level						
In some pieces of writing, there is evidence that shows an understanding of compound sentences (using more than one independent clause) <i>e.g. while, as a result of, because. I like grammar because I find language interesting.</i>						
In some pieces of writing, there is evidence of the use of a variety of simple adverbs/adverbial phrases that build a relationship or cause <i>e.g. while, as a result of, because. He thinks he can buy anything because he is rich.</i>						
In some pieces of writing, there is evidence of the use of a variety of simple adverbs/adverbial phrases that position in time <i>e.g. then, next, later that day.</i>						
In some pieces of writing, there is evidence of the use of a variety of prepositions that position in place/environment <i>e.g. on, behind, under, by the door. 'I couldn't see him anywhere.</i>						
In some pieces of writing, there is evidence of the understanding of present perfect. <i>e.g. 'He has gone out to play' contrasted with 'He went out to play'.</i>						
In some pieces of writing, there is evidence that tenses are used correctly.						
In some pieces of writing, there is evidence that detail has been added through the use of precise words, descriptive						

noun phrases.						
Text Levels						
In some pieces of writing, there is evidence that an attempt is made to group related material using paragraphs. <i>e.g. change in paragraphs to show a change in time, topic, place or person.</i>						
Spelling						
In some pieces of writing, there is evidence that Year 3 spelling patterns are spelt correctly.						

Skills for Writing Year 3

Name _____

Teacher/Year Group: _____

Must haves	Date when secure					
Use full stops to demarcate the end of a sentence.						
Use capital letters to demarcate the start of a sentence.						
Use capital letters for proper nouns.						
A secure use of KS1 punctuation						
Working at the expected standard in writing	Date and type of evidence (1 column = 1 piece of writing)					
Handwriting						
In many pieces of writing, handwriting has the diagonal and horizontal strokes needed to join letters and an understanding of which letters are best left unjoined.						
In many pieces of writing, letters are consistently the correct size in relation to each other.						
Punctuation						
In many pieces of writing, there is evidence of an emerging use of inverted commas to punctuate direct speech.						
In many pieces of writing, there is evidence of the correct use of an apostrophe to mark possession.						
Sentence Level						
In some pieces of writing, there is evidence that shows the use of compound sentences (using more than one independent clause) <i>e.g. while, as a result of, because. I like grammar because I find language interesting.</i>						
In some pieces of writing, there is evidence that shows an awareness of complex & compound sentences (using more than one clause) <i>e.g. FANBOYS & I SAW A WABUB Because I was tired, I went to sleep.</i>						
In many pieces of writing, there is evidence of the use of a variety of adverbs/adverbial phrases that build a relationship or cause <i>e.g. despite, as a result of, considering. It rained very heavily this summer. Therefore, many of the vegetables were small.</i>						
In many pieces of writing, there is evidence of the use of a variety of adverbs/adverbial phrases that position in time <i>e.g. then, next, later that day, at the break of dawn.</i>						
In many pieces of writing, there is evidence of the use of a variety of prepositions that position in place/environment <i>e.g. in the distance, behind the, on the horizon, on, behind, under. 'In the distance, I could see my friends waving at me.'</i>						
In many pieces of writing, there is evidence that tenses are used correctly.						
In many pieces of writing, there is evidence that detail has been added through the use of precise words, descriptive						

noun phrases.						
Text Level						
In many pieces of writing, there is evidence that paragraphs are used to group related material. <i>e.g. change in paragraphs to show a change in time, topic, place or person.</i>						
Spelling						
In many pieces of writing, there is evidence that Year 3 spelling patterns are spelt correctly.						

Skills for Writing Year 3

Name _____

Teacher/Year Group: _____

Must haves	Date when secure					
Use full stops to demarcate the end of a sentence.						
Use capital letters to demarcate the start of a sentence.						
Use capital letters for proper nouns.						
A secure use of KS1 punctuation						
Working above the expected standard in writing	Date and type of evidence (1 column = 1 piece of writing)					
Handwriting						
In most pieces of writing, handwriting is neat and presented well with letters and words spaced evenly and formed to the correct size.						
Punctuation						
In most pieces of writing, speech is marked correctly through inverted commas.						
In most pieces of writing, there is evidence of the correct use of an apostrophe to mark possession.						
Sentence Level						
In many pieces of writing, there is evidence that shows the use of compound sentences (using more than one independent clause) <i>e.g. while, as a result of, because. I like grammar because I find language interesting.</i>						
In many pieces of writing, there is evidence that shows the use of complex sentences (using more than one clause) <i>e.g. FANBOYS & I SAW A WABUB Because I was tired, I went to sleep.</i>						
In most pieces of writing, there is evidence of the use of adverbs/adverbial phrases that position in time <i>e.g. then, next, later that day, at the break of dawn.</i>						
In most pieces of writing, there is evidence of the use of a variety of prepositions that position in place/environment <i>e.g. in the distance, behind the, on the horizon, on, behind, under. 'In the distance, I could see my friends waving at me.'</i>						
In some pieces of writing, there is evidence of the understanding of the use of the present perfect form of verbs <i>e.g. 'He has gone out to play; contrasted with 'He went out to play'.</i>						
In most pieces of writing, there is evidence that detail has been added through the use of precise words, descriptive noun phrases.						
Text Level						
In most pieces of writing, there is evidence that paragraphs are						

used to group related material. <i>e.g. change in paragraphs to show a change in time, topic, place or person.</i>						
Spelling						
In most pieces of writing, there is evidence that Year 3 spelling patterns are spelt correctly.						

Skills for Writing Genres Year 3

Highlight objectives under each genre heading at the end of your teaching sequence.

Name _____

Teacher/Year Group: _____

Date of Writing					
Descriptive writing	Narrative	Play script	Diary	Persuasive	Non-Chronological report
I can.....					
use a simile/metaphor	include a title that reflects the story	include characters	include the date/time of the entry	include an appropriate title	include an appropriate title
use expanded noun phrases	use dialogue in the present tense	include scenes	choose the most appropriate way to open and close my entry	provide reasons to support the point of view	introduce the report
use ambitious vocabulary	clearly develop characters	lay my writing out on the page correctly	use first person	provide evidence/statistics to support the reasons	organise the report through headings and sub headings
use different sentence structures	set the scene at the beginning	use the correct format for dialogue	use past tense	use persuasive vocabulary	include factual information
use my senses	create a problem for the main character	include speech direction	use chronological order	use emotive language	use the third person
create mood and atmosphere	solve the problem	include stage direction	use informal language	include rhetorical questions	use diagrams to add details, where needed
	write a clear ending		include emotions and feelings	finish with a concluding statement	use lists or fact boxes, where needed
	write my story in a logical order				use topic specific vocabulary
					use formal language

Skills for Writing Year 4

Name _____

Teacher/Year Group: _____

Must haves	Date when secure					
Use full stops to demarcate the end of a sentence.						
Use capital letters to demarcate the start of a sentence.						
Use capital letters for proper nouns.						
Secure use of KS1 punctuation						
Working towards the expected standard in writing	Date and type of evidence (1 column = 1 piece of writing)					
Handwriting						
In some pieces of writing, handwriting has the diagonal and horizontal strokes needed to join letters and an understanding of which letters are best left unjoined.						
In some pieces of writing, there is an awareness of letter sizes in relation to each other.						
Punctuation						
In many pieces of writing, there is evidence of consistent use of commas in lists, including expanded noun phrases.						
In some pieces of writing, there is evidence of how to use commas after fronted adverbials.						
In some pieces of writing, there is evidence of the correct use of an apostrophe to mark possession.						
In some pieces of writing, there is evidence of an awareness in the use of inverted commas to punctuate direct speech.						
Sentence Level						
In many pieces of writing, there is evidence that shows the use of compound sentences (using more than one independent clause) <i>e.g. while, as a result of, because. I like grammar because I find language interesting.</i>						
In some pieces of writing, there is evidence that shows an awareness of complex sentences (using more than one clause) <i>e.g. FANBOYS & I SAW A WABUB Because I was tired, I went to sleep.</i>						
In many pieces of writing, there is evidence of the use of a variety of adverbs/adverbial phrases that build a relationship or cause <i>e.g. while, as a result of, because. He thinks he can buy anything because he is rich.</i>						
In many pieces of writing, there is evidence of the use of a variety of simple adverbs/adverbial phrases that position in time <i>e.g. then, next, later that day.</i>						
In many pieces of writing, there is evidence of the use of a variety of prepositions that position in place/environment <i>e.g. on, behind, under, by the door. 'I couldn't see him anywhere.</i>						
In many pieces of writing, there is evidence that tenses are used consistently correctly.						
In many pieces of writing, there is evidence that detail has been added through the use of precise words, descriptive noun						

phrases.						
In some pieces of writing, there is evidence of an awareness of the use of 'a' or 'an'.						
Text Levels						
In some pieces of writing, there is evidence that paragraphs are usually used to group related material. <i>e.g. change in paragraphs to show a change in time, topic, place or person.</i>						
Spelling						
In some pieces of writing, there is evidence that Year 4 spelling patterns are spelt correctly.						

Skills for Writing Year 4

Name _____

Teacher/Year Group: _____

Must haves	Date when secure					
Use full stops to demarcate the end of a sentence.						
Use capital letters to demarcate the start of a sentence.						
Use capital letters for proper nouns.						
Secure use of KS1 punctuation						
Working at the expected standard in writing	Date and type of evidence (1 column = 1 piece of writing)					
Handwriting						
In many pieces of writing, handwriting has the diagonal and horizontal strokes needed to join letters and can make some decisions about which letters are best left unjoined.						
In many pieces of writing, letters are mostly the correct size in relation to each other.						
Punctuation						
In many pieces of writing, there is evidence of confident use of inverted commas to punctuate direct speech with an understanding of closing punctuation.						
In many pieces of writing, there is evidence of an understanding in the use of apostrophes for plural possession.						
Sentence Level						
In most pieces of writing, there is evidence of the use of 'a' or 'an'.						
In most pieces of writing, there is evidence that shows the use of compound sentences (using more than one independent clause) <i>e.g. while, as a result of, because. I like grammar because I find language interesting.</i>						
In many pieces of writing, there is evidence that shows the use of complex sentences (using more than one clause) <i>e.g. FANBOYS & I SAW A WABUB Because I was tired, I went to sleep.</i>						
In many pieces of writing, there is evidence of the consistent & confident use of a variety of adverbs/adverbial phrases that build a relationship or cause e.g.						
In many pieces of writing, there is evidence of the consistent & confident use of a variety of adverbs/adverbial phrases that position in time <i>e.g. then, next, later that day, at the break of dawn.</i>						
In many pieces of writing, there is evidence of the consistent & confident use of a variety of prepositions that position in place/environment <i>e.g. in the distance, behind the, on the horizon, on, behind, under. 'In the distance, I could see my friends waving at me.'</i>						
In many pieces of writing, there is evidence that detail has been added through the use of precise words, descriptive noun phrases.						
In many pieces of writing, there is evidence that tenses are used correctly.						

In some pieces of writing, there is evidence of the use of the present perfect form of verbs <i>e.g. 'He has gone out to play; contrasted with 'He went out to play'.</i>						
Text Level						
In many pieces of writing, there is evidence that paragraphs are usually used to group related material. <i>e.g. change in paragraphs to show a change in time, topic, place or person.</i>						
Spelling						
In many pieces of writing, there is evidence that Year 4 spelling patterns are spelt correctly.						

Skills for Writing Year 4

Name _____

Teacher/Year Group: _____

Must haves	Date when secure					
Use full stops to demarcate the end of a sentence.						
Use capital letters to demarcate the start of a sentence.						
Use capital letters for proper nouns.						
Secure use of KS1 punctuation						
Working above the expected standard in writing	Date and type of evidence (1 column = 1 piece of writing)					
Handwriting						
In most pieces of writing, handwriting is neat and presented well with letters and words spaced evenly and formed to the correct size.						
In most pieces of writing, there is consistency in decisions about which letters are best left unjoined.						
Punctuation						
In most pieces of writing, there is evidence in the confident use of inverted commas to punctuate direct speech with a secure understanding of closing punctuation.						
In many pieces of writing, there is evidence of an understanding in the use of apostrophes for plural possession.						
In some pieces of writing, there is evidence of an awareness in the use of commas to clarify meaning or avoid ambiguity e.g. <i>Bananas, which are grown in hot countries, taste delicious.</i>						
Sentence Level						
In most pieces of writing, there is evidence of the consistent use of 'a' or 'an'.						
In most pieces of writing, there is evidence that shows the consistent and confident use of compound sentences (using more than one independent clause) e.g. <i>while, as a result of, because. I like grammar because I find language interesting.</i>						
In most pieces of writing, there is evidence that shows the use of complex sentences (using more than one clause) e.g. <i>FANBOYS & I SAW A WABUB Because I was tired, I went to sleep.</i>						
In most pieces of writing, there is evidence of the confident and consistent use of adverbs/adverbial phrases that build a relationship or cause e.g. <i>It rained very heavily this summer. Therefore, many of the vegetables were small.</i>						
In most pieces of writing, there is evidence of the confident and consistent use of adverbs/adverbial phrases that position in time e.g. <i>then, next, later that day, at the break of dawn.</i>						
In most pieces of writing, there is evidence of the confident and consistent use of a variety of prepositions that position in place/environment e.g. <i>in the distance, behind the, on the horizon, on, behind, under. 'In the distance, I could see my friends waving at me.'</i>						

In most pieces of writing, there is evidence that detail has been added through the use of precise words, descriptive noun phrases.						
In many pieces of writing, there is evidence of the consistent and confident use of the appropriate tense, including the present perfect form of verbs where appropriate <i>e.g. 'He has gone out to play; contrasted with 'He went out to play'.</i>						
Text Level						
In most pieces of writing, there is evidence that paragraphs are almost always used to group related material. <i>e.g. change in paragraphs to show a change in time, topic, place or person.</i>						
Spelling						
In most pieces of writing, there is evidence that Year 4 spelling patterns are spelt correctly.						

Skills for Writing Genres Year 4

Highlight objectives under each genre heading at the end of your teaching sequence.

Name _____

Teacher/Year Group: _____

Date of Writing					
Setting Description	Narrative	Newspaper	Diary	Persuasive (travel brochure)	Explanation
I can.....					
use a simile/metaphor	include a title that reflects the story	include a headline	include the date/time of the entry	include an appropriate title	include an appropriate title
use expanded noun phrases	include dialogue	include a by-line	choose the most appropriate way to open and close my entry	provide reasons to support the point of view	include heading and sub-headings
use ambitious vocabulary	clearly develop characters	include a catchy introduction	use first person	provide evidence/statistics to support the reasons	include textboxes to show the process
fronted adverbials	set the scene at the beginning	write my work in a chronological order	use past tense	use persuasive vocabulary	include diagrams
use my senses	create a detailed plot	use direct speech	use chronological order	use emotive language	include an introduction
create mood and atmosphere	solve the problem	use indirect speech	use informal language	include rhetorical questions	provide statistics to support the reasons
use modifying adjectives	create a dramatic ending to the story	structure my report in columns	include emotions and feelings	finish with a concluding statement	use technical vocabulary
use modifying prepositions	write my story in a logical order	add captions with pictures		structure my work in the format of a brochure	write in the third person
link ideas together to aid cohesion	write a story with a purpose			write in the third person	
	write in the third person				

Skills for Writing Year 5

Name _____

Teacher/Year Group: _____

Must haves	Date when secure
Use full stops to demarcate the end of a sentence.	
Use capital letters to demarcate the start of a sentence.	
Use capital letters for proper nouns.	
Secure use of LKS2 punctuation.	

Working towards the expected standard in writing	Date and type of evidence (1 column = 1 piece of writing)					
Handwriting						
In some pieces handwriting is legible and reasonably fluent and may contain some joins						
In some pieces of writing, letters are the correct size in relation to each other (including capitals)						
Punctuation						
In some pieces of writing, there is evidence of confident use of parenthesis (commas, brackets and / or dashes) <i>Evidence of all needed across assessed work samples.</i>						
In some pieces of writing, there is evidence of use of commas to clarify meaning within sentences <i>Let's eat dad / Let's eat, dad!</i>						
In some pieces of writing, there is evidence of the use of additional punctuation within dialogue.						
An understanding is shown on the correct use of apostrophes.						
Sentence Level						
In many pieces of writing, there is a mix of simple, compound and complex sentences.						
In some pieces of writing, there are attempts to use adverbials, prepositional phrases and conjunctions to add detail to sentences, including openers.						
In many pieces of writing, there is evidence of expanded noun phrases.						
In many pieces of writing, tense is predominantly correct and used consistently.						
In some pieces of writing, modal verbs or adverbs are used to indicate degrees of possibility. <i>e.g. there might be, it could be, we maybe, sometimes, possibly, occasionally</i>						
In some pieces of writing, there is evidence that the perfect form of verbs is used to mark relationships of time and cause. <i>e.g. (auxiliary verbs) I have baked, She has baked, I have been baking, She has been baking.</i>						
In some pieces of writing, there is evidence that cohesive devices are used e.g adverbials of time, place and number. <i>e.g. time: only yesterday, meanwhile, presently place: around here, along the lane, right here number: firstly, occasionally. sometimes</i>						

Text Level						
In some pieces of writing, there is evidence that paragraphs are usually used to group related material and they are correctly indented. <i>e.g. change in paragraphs to show a change in time, topic, place or person.</i>						
Spelling						
In some pieces of writing, there is evidence that Year 5 spelling patterns are spelt correctly.						

Skills for Writing Year 5

Name _____

Teacher/Year Group: _____

Must haves	Date when secure					
Use full stops to demarcate the end of a sentence.						
Use capital letters to demarcate the start of a sentence.						
Use capital letters for proper nouns.						
Secure use of LKS2 punctuation.						
Working at the expected standard in writing	Date and type of evidence (1 column = 1 piece of writing)					
Handwriting						
In many pieces handwriting is legible and reasonably fluent and may contain some joins						
In many pieces of writing, letters are the correct size in relation to each other (including capitals)						
Punctuation						
In many pieces of writing, there is evidence of confident use of parenthesis (commas, brackets and / or dashes). <i>Evidence of all needed across assessed work samples)</i>						
In many pieces of writing, there is evidence of use of commas to clarify meaning within sentences <i>Let's eat dad / Let's eat, dad!</i>						
In many pieces of writing, there is evidence of the use of additional punctuation within dialogue.						
In some pieces of writing, show an awareness of hyphens.						
Sentence Level						
In many pieces of writing, there is a mix of simple, compound and complex sentences.						
In many pieces of writing, there is evidence of adverbials, prepositional phrases and conjunctions to add detail to sentences, including openers.						
In most pieces of writing, there is evidence of expanded noun phrases.						
In most pieces of writing, tense is predominantly correct and used consistently.						
In most pieces of writing, where appropriate, modal verbs or adverbs are used to indicate degrees of possibility. <i>e.g. there might be, it could be, we maybe, sometimes, possibly, occasionally</i>						
In most pieces of writing, there is evidence that the perfect form of verbs is used to mark relationships of time and cause. <i>e.g. (auxiliary verbs) I have baked, She has baked, I have been baking, She has been baking.</i>						
In most pieces of writing, there is evidence that cohesive devices are used e.g adverbials of time, place and number. <i>e.g. time: only yesterday, meanwhile, presently place: around here, along the lane, right here number: firstly, occasionally. sometimes</i>						
Text Level						

In most pieces of writing, paragraphs are correctly used to group related material and they are correctly indented. <i>e.g. change in paragraphs to show a change in time, topic, place or person.</i>						
Spelling						
In many pieces of writing, there is evidence that Year 5 spelling patterns are spelt correctly.						

Skills for Writing Year 5

Name _____

Teacher/Year Group: _____

Must haves				Date when secure		
Use full stops to demarcate the end of a sentence.						
Use capital letters to demarcate the start of a sentence.						
Use capital letters for proper nouns.						
Secure use of LKS2 punctuation.						
Working above the expected standard in writing				Date and type of evidence (1 column = 1 piece of writing)		
Handwriting						
In most pieces of writing, handwriting is legible and reasonably fluent and contains some joins						
Letters are the correct size in relation to each other. including capitals.						
Punctuation						
In most pieces of writing, there is confident use of inverted commas, and a secure understanding of additional punctuation, to punctuate direct speech.						
In most pieces of writing, parenthesis (commas, brackets and / or dashes) is used correctly. <i>Evidence of all needed across assessed work samples)</i>						
In most pieces of writing, commas are used correctly to clarify meaning within sentences <i>Let's eat dad / Let's eat, dad!</i>						
Hyphenated nouns are used correctly, when needed.						
Sentence Level						
In many pieces of writing, there is a mix of simple, compound and complex sentences.						
In many pieces of writing, adverbials, prepositional phrases and conjunctions are used to add detail to sentences, including openers.						
In many pieces of writing, there is evidence of expanded noun phrases.						
In many pieces of writing, tense is correct and used consistently. This may include the change of tense within a piece, appropriate to the writing. <i>e.g. flashbacks</i>						
In many pieces of writing, modal verbs or adverbs are used to indicate degrees of possibility. <i>e.g. there might be, it could be, we maybe, sometimes, possibly, occasionally</i>						
In many pieces of writing, there is evidence that the perfect form of verbs is used to mark relationships of time and cause. <i>e.g. (auxiliary verbs) I <u>have</u> baked, She <u>has</u> baked, I <u>have been</u> baking, She <u>has been</u> baking.</i>						
In many pieces of writing, there is evidence that cohesive devices are used e.g adverbials of time, place and number. <i>e.g. time: only yesterday, meanwhile, presently place: around here, along the lane, right here</i>						

<i>number: firstly, occasionally. sometimes</i>						
Text Level						
In most pieces of writing, paragraphs are used correctly to group related material, and indented. <i>e.g. change in paragraphs to show a change in time, topic, place or person.</i>						
Spelling						
In most pieces of writing, there is evidence that Year 5 spelling patterns are spelt correctly.						

Skills for Writing Genres Year 5

Highlight objectives under each genre heading at the end of your teaching sequence.

Name _____ Teacher/Year Group: _____

Date of Writing					
Information	Narrative	Biography	Diary	Persuasive letter (Odysseus)	Explanation
I can.....					
appropriate headings and subheadings	include a title that reflects the story	Appropriate title	include evidence of time written e.g. dates	Structured as a letter with address and sign on / off	include an appropriate title in question format
introduction and conclusion included	include dialogue with all punctuation within sentences placed correctly	Intro has brief summary of their contribution to society	use first person	Introduction states reasons for writing	Introduction includes brief description of the topic
organised into paragraphs, correctly indented	Opening has details of setting, initial characters and sets scene	Details of significant events in life with dates as appropriate	use past tense	Arguments support your opinion	Paragraphed with sub-headings if appropriate
include factual information	Control a limited set of characters	Past tense	use chronological order with time connectives	Arguments countering possible opposition	Written in a logical sequence
use the third person / present tense	create a detailed and coherent plot	3 rd person	use informal language	Facts and statistics included	Includes annotated diagrams
use diagrams / images with captions and / or annotations	Contains a clear resolution	Quotations included	include emotive language	Rhetorical questions	use technical vocabulary
Use bullet points where appropriate	Accurate use of tense throughout	Chronological order with time conjunctions	Include reflections on events	Emotive language	Causal connectives
use topic specific vocabulary	Story runs in chronological order	Conclusion generally sums up contribution with comment by author		Conclusion sums up main argument	Impersonal language
use formal language	Flashback used to refer to previous events			Use a variety of persuasive devices	Include step-by-step instructions which can be bullet points
	Maintain person consistently throughout			Logical use of appropriate conjunctions	Summary sentence – now you can see...

