

## Writing

---

The grids remain free content for use within the registered school, subject to the terms and conditions set out on <https://statsheffield.org>.

---

Please Note - These grids are designed to be used for children who are at a Y1 to Y6 stage of attainment. They are not suitable for children who are not yet at a Y1 stage of attainment. Teachers will use an appropriate curriculum for children at this pre-year one stage depending upon the reason (e.g. delayed development, Special Educational Needs or being new to English).

**Writing: Planning and Assessment from National Curriculum Year 1**

**Steps 16 to 18**

**Total Stars 33**

**3 KPIs**

Step	16, Developing Y1	17, Secure Y1	18, Extending Y1	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required	9	17	26, including all underlined KPIs with 3 stars.	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Transcription - Handwriting	★	★	★	Composition	★	★	★	
	B	P	E		B	P	E	
<ul style="list-style-type: none"> <li>❖ Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>❖ <u>Begin to form lower-case letters in the correct direction, starting and finishing in the right place. [‘c’ shapes start at top and are made anti-clockwise, no letter starts at the bottom.]</u></li> <li>❖ Form capital letters.</li> <li>❖ Form digits 0-9.</li> <li>❖ Understand which letters belong to which handwriting ‘families’ (i.e., letters that are formed in similar ways) and to practise these.</li> </ul>				<p><i>Write sentences by:</i></p> <ul style="list-style-type: none"> <li>◆ saying out loud what they are going to write about;</li> <li>◆ composing a sentence orally before writing it;</li> <li>◆ <u>sequencing sentences to form short narratives;</u></li> <li>◆ <u>re-reading what they have written to check that it makes sense.</u></li> <li>❖ Discuss what they have written with the teacher or other pupils.</li> <li>❖ Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>				

★ B = Beginning to

★ P = Progressing

★ E = Embedded

## Writing: Planning and Assessment from National Curriculum Year 2

**Steps 19 to 21**

**Total Stars 45**

**4 KPIs**

	Step	19, Developing Y2	20, Secure Y2	21, Extending Y2	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	12	24	36, including all underlined KPIs with 3 stars.	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Transcription - Handwriting	★ B	★ P	★ E	Composition	★ B	★ P	★ E	
<ul style="list-style-type: none"> <li>❖ Form lower-case letters of the correct size relative to one another.</li> <li>❖ 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 unjoined.</li> <li>❖ <u>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</u></li> <li>❖ Use spacing between words that reflects the size of the letters.</li> </ul>				<p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <ul style="list-style-type: none"> <li>◆ writing narratives about personal experiences and those of others (real and fictional);</li> <li>◆ writing about real events;</li> <li>◆ writing poetry;</li> <li>◆ <u>writing for different purposes.</u></li> </ul> <p><i>Consider what they are going to write before beginning by:</i></p> <ul style="list-style-type: none"> <li>◆ planning or saying out loud what they are going to write about;</li> <li>◆ writing down ideas and/or key words, including new vocabulary;</li> <li>◆ <u>encapsulating what they want to say, sentence by sentence.</u></li> </ul> <p><i>Make simple additions, revisions and corrections to their own writing by:</i></p> <ul style="list-style-type: none"> <li>◆ evaluating their writing with the teacher and other pupils;</li> <li>◆ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form;</li> <li>◆ <u>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</u></li> </ul>				

★ B = Beginning to

★ P = Progressing

★ E = Embedded

## Writing: Planning and Assessment from National Curriculum Lower Key Stage 2

**Steps 22 to 27**

**Total Stars 36    4 KPIs for Step 27**

	Step	22, Developing Y3	23, Secure Y3	24, Extending Y3	25, Developing Y4	26, Secure Y4	27, Extending Y4
	Stars routinely required	5	10	15	19	24	29, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding and development of skills, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Transcription - Handwriting	★ B	★ P	★ E	Composition continued	★ B	★ P	★ E
<ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ Increase the legibility, consistency and quality of their handwriting <i>[for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</i></li> </ul>				<p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> <li>◆ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2);</li> <li>◆ <u>organising paragraphs around a theme;</u></li> <li>◆ <u>in narratives, creating settings, characters and plot;</u></li> <li>◆ in non-narrative material, using simple organisational devices <i>[for example, headings and sub-headings].</i></li> </ul> <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> <li>◆ assessing the effectiveness of their own and others' writing and suggesting improvements;</li> <li>◆ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>❖ <u>Proof-read for spelling and punctuation errors.</u></li> <li>❖ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>			
<b>Composition</b>	★ B	★ P	★ E				
<p><i>Plan their writing by:</i></p> <ul style="list-style-type: none"> <li>◆ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</li> <li>◆ <u>discussing and recording ideas.</u></li> </ul>							

★ B = Beginning to

★ P = Progressing

★ E = Embedded

## Writing: Planning and Assessment from National Curriculum Upper Key Stage 2

**Steps 28-33**

**Total Stars 48    5 KPIs for Step 33**

	Step	28, Developing Y5	29, Secure Y5	30, Extending Y5	31, Developing Y6	32, Secure Y6	33, Extending Y6
	Stars routinely required	6	13	19	25	32	38, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding and development of skills, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Transcription - Handwriting	★ B	★ P	★ E	Composition	★ B	★ P	★ E				
<p><i>Write legibly, fluently and with increasing speed by:</i></p> <ul style="list-style-type: none"> <li>◆ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>◆ choosing the writing implement that is best suited for a task.</li> </ul>	□	□	□	<p><i>Draft and write by (continued):</i></p> <ul style="list-style-type: none"> <li>◆ précising longer passages;</li> <li>◆ using a wide range of devices to build cohesion within and across paragraphs;</li> <li>◆ <u>using further organisational and presentational devices to structure text and to guide the reader</u> [for example, headings, statements, underlining].</li> </ul>	□	□	□				
Composition	★ B	★ P	★ E	<p><i>Plan their writing by:</i></p> <ul style="list-style-type: none"> <li>◆ <u>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own compositions;</u></li> <li>◆ noting and Secure initial ideas, drawing on reading and research where necessary;</li> <li>◆ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> <li>◆ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</li> <li>◆ <u>in narratives, describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action;</u></li> </ul>	□	□	□	<p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> <li>◆ assessing the effectiveness of their own and others' writing;</li> <li>◆ proposing changes to Vocabulary, Grammar &amp; Punctuation to enhance effects and clarify meaning;</li> <li>◆ <u>ensuring the consistent and correct use of tense throughout a piece of writing;</u></li> <li>◆ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>❖ <u>Proof-read for spelling and punctuation errors.</u></li> <li>❖ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	□	□	□

★ B = Beginning to

★ P = Progressing

★ E = Embedded

## Writing: Planning and Assessment from National Curriculum Key Stage 3

**Steps 34 to 36**

**Total Stars 33**

**1 KPI**

	Step	34, Developing Y7	35, Secure Y7	36, Extending Y7	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	9	18	26, including the KPI	

**To be Extending pupils should demonstrate and apply skills independently in a variety of contexts and across a range of subjects.**

Writing	★ B	★ P	★ E	Grammar & Vocabulary	★ B	★ P	★ E
<p><i>Write accurately, fluently, effectively and at length for pleasure and information through:</i></p> <ul style="list-style-type: none"> <li>◆ <i>writing for a wide range of purposes and audiences, including:</i> <ul style="list-style-type: none"> <li>▪ stories, scripts, poetry and other imaginative writing;</li> <li>▪ a range of other narrative and non-narrative texts, including arguments, and personal and formal letters;</li> </ul> </li> <li>◆ summarising and organising material, and supporting ideas and arguments with any necessary factual detail;</li> <li>◆ drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing [e.g., <i>write a chapter in the style of . . .</i>].</li> </ul> <p><i>Plan, draft, edit and proof-read through:</i></p> <ul style="list-style-type: none"> <li>◆ considering how their writing reflects the audiences and purposes for which it was intended;</li> <li>◆ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness;</li> <li>◆ paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.</li> </ul>				<p><i>Consolidate and build on their knowledge of grammar and vocabulary through:</i></p> <ul style="list-style-type: none"> <li>◆ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects;</li> <li>◆ using Standard English confidently in their own writing and speech;</li> <li>◆ extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts.</li> </ul> <p>❖ <b><u>All Vocabulary, Grammar and Punctuation section from Steps 30-33 (English Appendix 2 Year 6) should be embedded.</u></b></p>			

★ B = Beginning to

★ P = Progressing

★ E = Embedded