Year 6 - Year of Mastery.

This rubric emphasises the **mastery** of writing skills acquired in previous years while also showcasing greater depth and sophistication in writing. Students should be able to apply their knowledge creatively and effectively across various forms and purposes.
The aim is to ensure that students are not only meeting National Curriculum expectations but also exceeding them, demonstrating an advanced level of proficiency that would easily pass moderation checks.

| Writing Skill | Emerging | Developing | Mastering |
|---|---|---|---|
| 1. Precision in Vocabulary Choice | Confidently selects a broad range of subject-specific vocabulary to create precise meaning and enhance writing. Narratives include a range of figurative language, non-fiction writing shows confidence with technical language. | Beginning to distinguish between the language of speech and writing and choose the appropriate register based on examples modelled by the teacher. E.g., attempting colloquial language in personal, informal pieces, in contrast with elevated vocabulary and non contracted words in formal pieces. | Masterfully selects precise, varied, and ambitious vocabulary that enhances meaning and engages the reader; demonstrates an understanding of connotation and nuance. Maintains appropriate register throughout the passage, suitable for the genre. |
| 2. Mastery of Spelling (Complex Words, Homophones) | Spells many Year 5/6 common words correctly but makes errors with more challenging vocabulary, prefixes, and suffixes.<br><br>Is ambitious with spelling unfamiliar words (beyond ARE), and retrieves prior learning to support. Uses 'never dodge a good word' (marking policy) to indicate awareness of uncertainty of spelling. | Spells most Year 5/6 common exception words and applies spelling rules for prefixes and suffixes with increasing accuracy.<br><br>Is ambitious with spelling unfamiliar words (beyond ARE), and retrieves prior learning to support. Uses 'never dodge a good word' (marking policy) to indicate awareness of uncertainty of spelling.. | Masterfully spells a wide range of complex words and homophones accurately (yr 5/6); demonstrates a strong understanding of spelling patterns and conventions.<br><br>Is ambitious with spelling unfamiliar words (beyond ARE), and retrieves prior learning to support. Uses 'never dodge a good word' (marking policy) to indicate awareness of uncertainty of spelling.. |
| 3. Writing for a Range of Purposes | Adapts writing style (register and tone) and specificity of detail for different purposes (e.g., rich descriptions in narratives, precise arguments in persuasive texts, clear and concise reports).<br><br>Begins to experiment with passive voice and subjunctive tone, based on modelling from teachers. Inconsistencies may occur. | Confidently adapts writing style (register and tone) to suit the audience and purpose. May not maintain tone throughout the whole piece.<br>Tailors the specificity of detail to suit style of writing. May lack audience engagement in some pieces.<br><br>Confidently uses passive voice and subjunctive tone where needed. | Demonstrates mastery in writing for a range of purposes with depth, clarity, and engagement, drawing on wider reading. Tailors writing style and structure to suit the task and maintain appropriate tone throughout the whole piece, (e.g., compelling narratives, persuasive arguments, detailed reports). |

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| 4. Letter formation | Consistently uses neat, joined handwriting with no errors, beginning to build stamina over longer pieces. Maintains presentation throughout longer passages. | Beginning to develop a personal writing style which consistently follows previous learning. Begins to show an awareness of audience and purpose with handwriting style e.g., note taking can be less formally presented due to speed, yet polished, published pieces reflect high quality handwriting, | Has a personal writing style which consistently follows previous learning. Consistently shows an awareness of audience and purpose with handwriting style e.g., note taking can be less formally presented due to speed, yet polished, published pieces reflect high quality handwriting, |
| 5. Complexity and Variety of Sentence Structure | Confidently uses a variety of complex sentence structures (adverbial complex, relative complex, non-finite complex). | Begins to specifically select the appropriate sentence structure, tailored to the text (adverbial complex, relative complex, non-finite complex) to enhance meaning, based on modelling from teachers. | Masterfully selects from a range of sentence structures (simple, compound, adverbial complex, relative complex, non-finite complex) to enhance meaning and engagement, tailoring the sentence to the audience and purpose. |
| 6. Use of Advanced Punctuation - **Children must learn the term 'parenthesis'.** | Confidently uses a range of sophisticated punctuation, suited to the purpose of writing (e.g., bullet points in non fiction, brackets in colloquial fiction) to add detail, clarify meaning, and enhance the flow of writing. | Begins to use advanced punctuation (e.g., colons, semi-colons, and ellipses) with some accuracy but may make occasional errors based on modelled examples. | Confidently uses a wide range of punctuation to add clarity, enhance meaning, and improve the flow of writing. |
| 7. Conjunctions - not applicable to year group see number 5. | | | |
| 8. Paragraphs - not applicable to year group see number 9 | | | |
| 9. Cohesion and Coherence (Organising Ideas) | Confidently uses a wide range of cohesive devices (e.g., ambitious pronouns, modal verbs) to link ideas and enhance detail, ensuring smooth transitions and clarity. | Organises ideas with clarity and coherence. Begins to use advanced cohesive devices (e.g., contracted forms, passive and subjunctive verbs, for specific purpose) based on teacher modelling though inconsistencies may occur. | Masterfully organises ideas with clear coherence and cohesion; uses a wide range of cohesive devices seamlessly to guide the reader through the text. |

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| 10. Use of Detail (Descriptive, Figurative Language) | Begins to select precise details and varied figurative language (metaphors, similes, personification) to create a vivid image for the audience, based on modelling from teachers.<br>May use repetitively and impact is lost. | Confidently Select precise details and varied figurative language (metaphors, similes, personification) to create a vivid image for the audience, based on modelling from teachers, impact is mostly successful. | Masterfully selects rich, precise details, including vivid imagery and varied figurative language (e.g., metaphors, similes, personification), where appropriate, to create engaging and compelling writing. |

## Progression Across the Year:

- **Autumn**: Students refine their writing style and voice while focusing on sentence structure and the use of detail. They start enhancing coherence in their writing.
- **Spring**: Mid-year, students continue to develop their writing through greater complexity and a wider vocabulary. They work on mastering punctuation and organising their ideas cohesively across various writing styles.
- **Summer**: By the end of the year, students should demonstrate mastery in all writing skills, using a variety of techniques to engage their readers effectively. Their writing will be characterised by depth, clarity, and a strong sense of audience and purpose.

### Year 5 - Year of the Details

This rubric emphasises **adding detail** through varied vocabulary, descriptive language, and complex sentence structures. Students are encouraged to enrich their writing with precise, vivid detail while also ensuring that the level of detail matches the task's audience and purpose.

It also ensures full coverage of Year 5 National Curriculum objectives, including the accurate use of more complex punctuation (e.g., brackets, dashes), spelling of more advanced vocabulary, and the development of cohesive and engaging writing

| Writing Skill | Emerging | Developing | Mastering |
|---|---|---|---|
| 1.. Expanded Vocabulary (Using Synonyms, Figurative Language | Confidently selects precise vocabulary tailored to the task, showing clear awareness of audience and purpose (e.g., technical language for reports, emotive language for persuasion) | Begins to experiment with a broader range of subject-specific vocabulary, including some use of figurative language, based on modelled examples. Word choice may still be imprecise. E.g., technical language in | Confidently selects a broad range of subject-specific vocabulary to create precise meaning and enhance writing. Narratives include a range of figurative language, non-fiction writing shows confidence with |

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| | | non-fiction and figurative in narratives. | technical language. |
| 2.. Spelling of More Complex Words (Prefixes, Suffixes, Common Words) | Spells most Year 3/4 common exception words correctly but makes errors with Year 5/6 common exception words. Applies knowledge of year 3/4 prefixes and suffixes.<br><br>Is ambitious with spelling unfamiliar words (beyond ARE), and retrieves prior learning to support. Uses 'never dodge a good word' (marking policy) to indicate awareness of uncertainty of spelling. | Spells some Year 5/6 words correctly and uses common prefixes and suffixes (e.g., *-ation, -ible, re-, over-*) with some errors.<br><br>Is ambitious with spelling unfamiliar words (beyond ARE), and retrieves prior learning to support. Uses 'never dodge a good word' (marking policy) to indicate awareness of uncertainty of spelling. | Spells many Year 5/6 words correctly and confidently applies prefixes, suffixes, and spelling rules. Errors are minimal and do not hinder meaning.<br><br>Is ambitious with spelling unfamiliar words (beyond ARE), and retrieves prior learning to support. Uses 'never dodge a good word' (marking policy) to indicate awareness of uncertainty of spelling |
| 3. Precision in Purpose and Audience (Tailoring Details) | Confidently writes in a variety of forms, however may write with limited awareness of how to adjust detail based on purpose (e.g., not enough detail in stories or too much detail in reports) | Begins to adjust the level of detail to suit the audience and purpose (e.g., using more detailed descriptions for narratives, precise instructions for procedures), drawing on spoken language, wider reading and modelling from teachers. | Confidently adapts writing style and level of detail for different purposes (e.g., rich descriptions in narratives, precise arguments in persuasive texts, clear and concise reports). |
| 4. Letter formation | Consistently using neat, joined handwriting with accuracy and speed, follow exceptions to rules e.g., 's does not join onto the previous word, not joining capitals. | Consistently uses neat, joined handwriting with no errors, beginning to build stamina over longer pieces. May begin the passage using neat, joined handwriting, but presentation may decline throughout. | Consistently uses neat, joined handwriting with no errors, beginning to build stamina over longer pieces. Mostly maintain presentation throughout longer passages. |
| 5. Adding Detail Through Sentence Structure (Clauses, Relative Clauses) | Confidently uses conjunctions and adverbials, to link ideas across and within paragraphs. Sentence structure may be compound and repetitive (e.g., '*I went to the park although it was raining*.' Instead of '*Although it was raining, I went to the park.*') | Begins to vary sentence structure using subordinate conjunctions and adverbials based on modelling from the teacher.<br>Attempts to include relative clauses (e.g., *who, which, where*) to add detail to writing with support. | Confidently uses a variety of sentence structures to add depth and detail to writing.<br><br>Uses relative clauses to add detail, though may rely on repetitive use of a particular relative pronoun. |
| 6. Punctuation (Brackets, Dashes, Colons, Semi-Colons) | Confidently uses punctuation to clarify meaning, selected for the appropriate audience and purpose including commas for clauses, | Attempts to use more complex punctuation to clarify meaning and add detail (e.g., brackets, hyphens, and bullet points), with support, | Begins to independently use a range of sophisticated punctuation, suited to the purpose of writing (e.g., bullet points in non fiction, brackets in |

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| | inverted commas for speech, and apostrophes for plural possession. | based on modelled examples, though errors may occur. | colloquial fiction) to add detail, clarify meaning, and enhance the flow of writing. |
| 7. Conjunctions - not applicable to year group see number 5. | | | |
| 8. Paragraphs - not applicable to year group see number 9 | | | |
| 9. Cohesion | Uses a wide range of cohesive devices (e.g., conjunctions, adverbials, pronouns) confidently to link ideas and enhance detail, ensuring smooth transitions and clarity **across the whole piece of writing.** | Begins to use a wider range of sophisticated and intentional cohesive devices (e.g.,modal verbs) and an ambitious selection of pronouns (e.g., the beast, the presence, the unknown) to link ideas and add detail across paragraphs, based on modelling from teachers, though usage may be inconsistent. | Confidently uses a wide range of cohesive devices (e.g., ambitious pronouns, modal verbs) to link ideas and enhance detail, ensuring smooth transitions and clarity. |
| 10. Adding Detail (Descriptive Language | Begins to expand writing with precise details and varied figurative language (metaphors, similes, personification) based on modelling from teachers.<br>May use repetitively and inconsistently. | Confidently expands writing with more varied figurative language. Descriptions are more precise based on modelling from teachers. | Consistently uses varied figurative language (similes, metaphors, personification) to create detailed, engaging writing.<br>Begins to consider the purpose of writing and the intended audience. |

## Progression Across the Year:

- **Autumn**: Students begin by focusing on adding more detail to their writing, particularly through the use of adjectives, adverbs, and expanded noun phrases. They start experimenting with more varied vocabulary and sentence structures.
- **Spring**: Midway through the year, students should be expanding their use of detail, incorporating more complex sentence structures (e.g., relative clauses) and using figurative language. They will also start adjusting the amount of detail to suit the writing's purpose and audience.
- **Summer**: By the end of the year, students should be writing with rich, precise detail, using varied vocabulary, sentence structures, and cohesive devices to create engaging, well-structured texts. They should be able to adjust their use of detail to suit different writing purposes, from narrative to persuasive and instructional writing

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# Year 4 - Year of Audience and Purpose

This rubric emphasises **adapting writing style, tone, and structure to match the intended audience and purpose**, a core focus of Year 4. Students are expected to demonstrate flexibility in their writing by considering who they are writing for and what they are trying to achieve (e.g., persuading, entertaining, informing).

It also ensures full coverage of Year 4 National Curriculum objectives, including the use of a wide range of punctuation, accurate spelling of common exception words, and the development of more varied and sophisticated sentence structures.

| Writing Skill | Emerging | Developing | Mastering |
|---|---|---|---|
| 1. Appropriate Vocabulary | Confidently uses a range of descriptive language where appropriate e.g., narratives<br><br>Attempts to use vocabulary, appropriate for the task. | Selects vocabulary that is appropriate for the audience and purpose, based on modelled examples. Though some inconsistencies remain.<br>E.g., adds unnecessary detail to formal writing (describing instructions) | Confidently selects precise vocabulary tailored to the task, showing clear awareness of audience and purpose (e.g., technical language for reports, emotive language for persuasion). |
| 2. Spelling (Prefixes, Suffixes, and Year 4 Common Words) | Spells many Year 3/4 common words correctly but makes errors with more challenging vocabulary, prefixes, and suffixes.<br><br>Attempts to be ambitious with spelling unfamiliar words (beyond ARE), using 'never dodge a good word' (marking policy) to indicate awareness of uncertainty of spelling. | Spells most Year 3/4 common exception words and applies spelling rules for prefixes and suffixes with increasing accuracy.<br><br>Retrieves prior learning to support spelling ambitious or unfamiliar words (beyond ARE), using 'never dodge a good word' (marking policy) to indicate awareness of uncertainty of spelling. | Accurately spells Year 3/4 common words and confidently applies spelling rules (e.g., *-ation, -ous, mis-, re-*) with minimal errors.<br>Retrieves prior learning to support spelling ambitious or unfamiliar words (beyond ARE), using 'never dodge a good word' (marking policy) to indicate awareness of uncertainty of spelling. |
| 3. Writing for Purpose (Persuasive, Narrative, Explanation, Report) | Writes clearly for different purposes and audiences, with some independent awareness of appropriate structure. | Begins to write for a greater variety of purposes (e.g., persuasive letters, narrative stories, explanations, newspapers) drawing on spoken language, wider reading and modelling from teachers. | Confidently writes in a variety of forms (e.g., persuasive letters, narratives, reports, explanations), adjusting structure and language to fit the purpose of each task. |

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| 4. Letter formation | Consistently using neat, joined handwriting with accuracy and speed, may make errors regarding exception to rules e.g., 's does not join onto the previous word, not joining capitals. | Consistently using neat, joined handwriting with accuracy and speed, attempts to follow exceptions to rules e.g., 's does not join onto the previous word, not joining capitals. | Consistently using neat, joined handwriting with accuracy and speed, follow exceptions to rules e.g., 's does not join onto the previous word, not joining capitals. |
| 5. Sentence Structure and Variation - not applicable to year group see number 8 and 9 | | | |
| 6. Punctuation (Inverted Commas, Apostrophes, Commas for Clauses) | Confidently and accurately uses inverted commas for speech, apostrophes for possession, and commas for clauses. | Begins to use punctuation to clarify meaning, selected for the appropriate audience and purpose, drawing on spoken language, stories and modelling from teachers.<br><br>Uses apostrophes for plural possession with support. | Confidently uses punctuation to clarify meaning, including commas for clauses, and inverted commas for speech.<br><br>Uses apostrophes for plural possession with increasing confidence. |
| 7. Use of Conjunctions and Adverbials, | Confidently uses a range of conjunctions to link ideas (e.g., *therefore, although, so that*). Sentences flow logically and cohesively. | Begins to use adverbials (e.g., *later, soon*, *behind, during*) to link ideas and add detail based on modelling from teachers, though usage may be inconsistent. | Confidently uses conjunctions, adverbials, to link ideas across and within paragraphs, improving flow and coherence. |
| 8a. Use of Paragraphs for Creativity | Writes paragraphs of similar length and style without considering their impact on atmosphere, or tension.<br><br>Includes descriptive details in longer paragraphs but may not establish atmosphere effectively. | Begins to experiment with paragraph length and structure (sentence lengths/types), to create atmosphere (e.g., using short paragraphs for tension), based on modelling from teachers, though inconsistencies may occur. | Confidently varies paragraph length and structure to achieve specific effects for the audience: a one-word paragraph for impact, a detailed paragraph for atmosphere, or multiple short ones for tension. |

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| 8b. Use of Paragraphs for Structure | Uses paragraphs to group similar ideas but may not yet consider how they help the reader. | Begins to organise a text into manageable paragraphs, helping the reader follow the flow of ideas, events, or arguments, based on modelling from teachers, though inconsistencies may occur. | Organises the text purposefully, with paragraphs clearly guiding the reader through the narrative, explanation, or argument. Each paragraph serves a clear purpose. |
| 9. cohesion | Confidently uses a range of cohesive devices (e.g., pronouns, time connectives, and adverbials) to link sentences **within paragraphs** and ensure ideas flow smoothly. | Begins to use a range of cohesive devices to link ideas within paragraphs, and across paragraphs based on modelling from teachers, though usage may be inconsistent. Whole pieces of writing should begin to have a clear journey for the audience. | Uses a wide range of cohesive devices (e.g., conjunctions, adverbials, pronouns) confidently to link ideas and enhance detail, ensuring smooth transitions and clarity **across the whole piece of writing.** |

## Progression Across the Year:

- **Autumn**: At the beginning of the year, students will start exploring how writing changes based on who they are writing for and why. They will experiment with adjusting their tone, structure, and vocabulary depending on the task.
- **Spring**: By mid-year, students should be writing with more awareness of audience and purpose. They will be encouraged to structure their writing more effectively, using paragraphs and sentence variation to communicate their ideas clearly and persuasively.
- **Summer**: By the end of the year, students should confidently tailor their writing to suit different audiences and purposes. They will be able to adjust tone, vocabulary, sentence structure, and punctuation to fit the task, whether it is a narrative, persuasive piece, report, or explanation.

<u>Year 3 - Year of the Connected Paragraph</u>

This rubric emphasises **paragraph structure** as the main goal for Year 3. Students build on the expanded sentences mastered in Year 2 by learning how to group sentences logically into paragraphs. Key areas include **topic sentences, cohesive devices** (e.g., conjunctions, pronouns, adverbials), and **paragraph clarity**.

Students also cover Year 3-specific curriculum content, such as spelling common exception words, using inverted commas for speech, and applying prefixes and suffixes.

| Writing Skill | Emerging | Developing | Mastering |
|---|---|---|---|
| 1. Use of Descriptive Language (Adjectives, Adverbs, Similes) | Uses adjectives and adverbs confidently in expanded sentences. Attempts to use similes and prepositions drawing on spoken language, stories and modelling from teachers. | Expands sentences with adjectives, adverbs, similes and prepositions to enhance sentences, creating clearer descriptions and detail. | Confidently uses a range of descriptive language, including adjectives, adverbs, similes and prepositions, to create detailed and engaging writing. |
| 2. Spelling (Common Exception Words, Prefixes, Suffixes) | Spells most Year 2 common exception words correctly but makes errors with Year 3/4 common exception words. Begins to apply knowledge of prefixes and suffixes with inconsistencies. | Spells some Year 3/4 words correctly and uses common prefixes and suffixes (e.g., *dis-, un-, -ing, -ed*) with some errors. | Spells many Year 3/4 words correctly and confidently applies prefixes, suffixes, and spelling rules. Errors are minimal and do not hinder meaning. Attempts to be ambitious with spelling unfamiliar words (beyond ARE), using 'never dodge a good word' (marking policy) to indicate awareness of uncertainty of spelling. |
| 3. Writing for Purpose (Narrative, Description, Explanation) | Confidently chooses the vocabulary for different purposes using expanded sentences that fit the task (e.g., stories, instructions, descriptions) | Begins to write with greater awareness of audience and purpose, adjusting structure of writing accordingly, drawing on spoken language, stories and modelling from teachers. | Writes clearly for different purposes and audiences, with some independent awareness of appropriate structure. |
| 4. Letter formation | Consistently forms capital letters correctly, beginning to use diagonal and horizontal strokes to join letters. | Attempts to use neat, joined handwriting with increased accuracy. | Consistently using neat, joined handwriting with accuracy and speed. |
| 5. Topic Sentences and Concluding Sentences - not applicable to year group see number 8 and 9 | | | |

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| 6. Punctuation (Inverted Commas, Apostrophes, Commas) | Uses basic punctuation accurately (*capital letters, full stops, exclamation marks, questions marks, commas in lists*).<br><br>Begins to use inverted commas for speech and commas for clauses with support. | Uses inverted commas for speech, and commas for clauses with increasing independence. drawing on spoken language, stories and modelling from teachers.<br><br>Begins apostrophes for possession with support. | Confidently and accurately uses inverted commas for speech, and commas for clauses.<br><br>Uses apostrophes for possession with increasing independence, drawing on spoken language, stories and modelling from teachers. |
| 7. Use of Conjunctions **(subordinate and coordinate although children are not expected to be able to identify the types)** | Uses a variety of conjunctions confidently to expand and connect ideas in sentences (e.g., *and, but, because, when*). Sentences are more complex and fluid. Begins to attempt more complex conjunctions (although, before, after, while) though errors may occur. | Uses a variety of conjunctions (e.g., *because, when, if, although*) to join sentences. Based on modelled examples. Ideas are connected but may lack fluidity at times, due to incorrect choice of conjunction or inconsistent application. | Confidently uses a range of conjunctions to link ideas (e.g., *therefore, although, so that*). Sentences flow logically and cohesively. |
| 8. Paragraph Structure **(Opening and Closing)** | Opens paragraphs with sentences that may not clearly set up the paragraph's focus or flow naturally.<br><br>Ends paragraphs abruptly or without purpose. Fiction paragraphs may feel unfinished; non-fiction lacks summary. | Uses models from teachers to:<br>Begin to open paragraphs effectively: fiction may flow logically into a new event; non-fiction may use basic topic sentences.<br><br>Begins to close paragraphs: fiction uses simple transitions or hints at the next event; non-fiction provides basic summary sentences. | Consistently writes paragraph openings that are purposeful: fiction transitions into the next scene or event; non-fiction uses clear topic sentences.<br><br>Paragraph closings are purposeful. Fiction transitions to the next event or resolves a key point; non-fiction uses concluding sentences to summarise. |
| 9. Paragraph Cohesion (Pronouns, Adverbials) | Sentences within paragraphs may lack cohesion. Repetitive nouns may be used. | Begins to use pronouns and simple adverbials (e.g., *then, after, later*) to connect ideas within paragraphs. May still rely on repetition or overuse certain devices. | Uses a range of cohesive devices (e.g., pronouns, time connectives, and adverbials) to link sentences within paragraphs and ensure ideas flow smoothly. |

## Progression Across the Year:

- **Autumn**: Students start by writing sentences around a central theme but may struggle with consistent paragraph breaks and the logical grouping of ideas. They begin working on connecting sentences within paragraphs and using conjunctions.
- **Spring**: Midway through the year, students develop more structured paragraphs, using topic sentences and conjunctions to connect ideas. They start focusing on using adverbials and pronouns to create more cohesive paragraphs.

- **Summer**: By the end of the year, students should write fully developed paragraphs, where sentences flow logically with clear links between ideas. They can confidently use cohesive devices (e.g., conjunctions, adverbials, pronouns) and punctuation, with minimal errors. Paragraphs are introduced with a topic sentence and often concluded with a summary or closing sentence.

## Year 2 - Year of the Expanded Sentence

With the assumption that **Year 1 students have mastered basic sentence construction** (capital letters and full stops), Year 2 can focus primarily on **expanding sentences** through the use of conjunctions, adjectives, adverbs, and varied sentence structures. This builds on the foundational skills from Year 1 without the need for rigorous reassessment of basic punctuation.

| Writing Skill | Emerging | Developing | Mastering |
|---|---|---|---|
| 1. Use of Adjectives and Adverbs | Consistently uses basic adjectives (e.g., *big, red*) to describe nouns with attempts at variation. | Uses adjectives to describe nouns and some adverbs to describe actions (e.g., *quickly, carefully*). | Writes simple, expanded, descriptive sentences, using basic adjectives and adverbs |
| 2.. Spelling of Common Exception Words | Spells most Year 1 CEW and HFW correctly. Begins to spell Year 2 common exception words but relies on phonetic approximations. | Spells many Year 2 CEW correctly. | Spells most Year 2 common exception words correctly and uses phonics knowledge for unfamiliar words. |

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| 3. Writing for Purpose | Independently selects the vocabulary for simple sentences, for the appropriate purpose, attempts to choose adjectives for the appropriate purpose (e.g., the dark, gloomy forest vs the light, gloomy forest). | Beginning to select the vocabulary for expanded sentences for the appropriate purpose, drawing on spoken language, stories and modelling from teachers. | Selects the vocabulary for different purposes using expanded sentences that fit the task (e.g., stories, instructions, descriptions) |
| 4. Handwriting | Consistently forms letters correctly, with appropriate size and spacing. Handwriting is clear and readable, writing is on the line. | Attempts to form capital letters with the correct size and spacing, in relation to lower-case letters | Consistently forms capital letters correctly, beginning to use diagonal and horizontal strokes to join letters. |
| 5. Expanded Sentence Variety and Structure | Writes a range of simple, complete sentences with correct capital letters and full stops. Sentences are clear, independent, and structured. Beginning to add detail e.g., adjectives (I like fluffy cats.). | Expand sentences by adding detail, using adjectives(e.g., "The big and fluffy cat) . Begins to vary sentence length and structure by adding adverbs to describe and conjunctions drawing on spoken language, stories and modelling from teachers. | Independently writes sentences with varied length and structure, combining expanded sentences with conjunctions and adverbs to describe. |
| 6. Punctuation (Question Marks, Exclamation Marks, Commas in Lists) | Consistently uses capital letters to begin sentences and full stops to end them. These are applied accurately across writing. Occasionally uses question marks or exclamation marks. | Uses question marks, exclamation marks with some consistency. Begins using commas in lists, drawing on modelling from teaching. | Uses question marks and exclamation marks accurately, to enhance clarity. Uses commas in lists mostly correctly. |
| 7.. Use of Conjunctions (but, because, when, if, that, or) | Confidently and appropriately uses "and" to join two ideas in sentences, without over-reliance. Sentences remain clear and easy to understand. Begins to attempt using a wider range of conjunctions, but may use repetitively or incorrectly. | Uses a range of conjunctions (e.g., *because, but, when, if etc*) to join clauses and explain ideas, drawing on modelling from teaching, though usage may still be inconsistent. | Uses a variety of conjunctions confidently to expand and connect ideas in sentences (e.g., *and, but, because, when*). Sentences are more complex and fluid. |

## Progression Across the Year:

- **Autumn**: Focuses on introducing expanded sentences and encouraging students to move beyond simple structures. They are introduced to new conjunctions and encouraged to add more detail.

- **Spring**: By mid-year, students should be experimenting with expanded sentences and conjunctions more confidently, with a growing ability to use adjectives and adverbs for description.
- **Summer**: By the end of the year, students should confidently write expanded sentences that add detail, use various conjunctions to connect ideas, and apply appropriate punctuation.

## Year 1 - Year of the Sentence

This rubric ensures that students **master basic sentence construction** with appropriate use of "and" as the only conjunction in Year 1. The emphasis is on clarity, structure, and accurate punctuation to form complete, standalone sentences.

| Writing Skill | Emerging | Developing | Mastering |
|---|---|---|---|
| 1. Vocabulary | Uses an expanding range of vocabulary in writing, often drawing from spoken language or stories. Attempts more adventurous word choices. | Attempts to use basic adjectives to describe nouns, drawing on spoken language, stories and modelling from teachers. | Uses basic adjectives (e.g., *big, red*) to describe nouns but with limited variation. |
| 2.. Spelling of High-Frequency Words | Spells some HFW correctly (e.g., *I, it*), but many phonetic approximations are present.<br>Begins to spell some common exception words correctly (e.g. the, *he, she, we*). | Spells many Year 1 high-frequency words correctly and phonetically plausible attempts for unknown words. Spelling many Year 1 common exception words correctly. | Spells most Y1 high-frequency words and common exception words correctly (e.g., *was, said, you*). Phonetic spellings are more accurate. |
| 3.. Writing for Purpose | Making some choices in what to write for different purposes independently. Beginning to show some awareness that word choices help their audience. | Writes simple sentences with some purpose (e.g., to describe, narrate, or instruct) drawing on spoken language, stories and modelling from teachers. | Independently selects the vocabulary for simple sentences, for the appropriate purpose (e.g., describing, telling a story). |
| 4. Letter Formation | Consistently forms most letters correctly, using appropriate size, shape, and orientation. Attempts to write on lines and improve spacing between words. | Consistently forms letters correctly, with appropriate size and spacing. Most writing is on the line with even spacing between words. | Consistently forms letters correctly, with appropriate size and spacing. Handwriting is clear and readable, writing is on the line. |

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| 5. Sentence Construction | Writes simple sentences with minimal structure (e.g., "I like cats"). May lack punctuation  of and clarity. | Writes clearer, more complete simple sentences. Some use of capital letters and full stops. Sentences are still simple but more coherent. | Writes a range of simple, complete sentences with correct capital letters and full stops. Sentences are clear, independent, and structured. |
| 6. Capital Letters and Full Stops | May occasionally use capital letters at the beginning of a sentence and full stops at the end. Often inconsistent. | Uses capital letters at the beginning of most sentences and full stops at the end. Some inconsistencies remain. | Consistently uses capital letters to begin sentences and full stops to end them. These are applied accurately across writing. |
| 7. Use of "and" (Conjunction) | Occasionally uses "and" to join two ideas (e.g., "I like cats and dogs"). May use it repetitively or incorrectly. | Uses "and" more frequently to link two simple ideas or clauses within a sentence. Usage may still be basic or overly repetitive | Confidently and appropriately uses "and" to join two ideas in sentences, without over-reliance. Sentences remain clear and easy to understand. |

## Progression Across the Year:

- **Autumn**: The focus is on understanding how to write complete, simple sentences, introducing capital letters, full stops, and using "and" to join ideas at a basic level.
- **Spring**: By mid-year, students should be developing the ability to write more consistently structured sentences, with capital letters, full stops, and appropriate use of "and" to join ideas.
- **Summer**: By the end of the year, students should confidently write a variety of simple sentences, use "and" appropriately to connect ideas, and consistently apply correct punctuation. The goal is complete mastery of simple sentence construction before moving on to more complex writing in Year 2.

# Year R - Year of the Word

This rubric highlights the development of word-level skills in Reception, focusing on phonics application, word recognition, and vocabulary development. The aim is for children to leave Reception with a solid understanding of how words work in context, and how they can use words in their early writing.

| Writing Skill | Emerging | Developing | Mastering |
|---|---|---|---|
| 1a.. Vocabulary Development | Uses a very limited range of familiar words in writing. Relies on verbal explanations alongside drawings or marks. | Begins to use more varied vocabulary, attempting to write new words that they have learned through stories or discussions. | Uses an expanding range of vocabulary in writing, often drawing from spoken language or stories. Attempts more adventurous word choices. |
| 1b. . Use of Tricky and High-Frequency Words | Recognises and attempts to write a small set of tricky or high-frequency words, often copying from a model. | Begins to use high-frequency and tricky words (e.g., *I, the, he, she*) with some accuracy, though may still rely on phonetic spelling. | Consistently writes common high-frequency and tricky words correctly, with increasing independence and accuracy |
| 1c.. Word Recognition and Use | Recognises and attempts to write a few familiar or high-frequency words (e.g., their name, *mum, dad*). May rely heavily on mark-making or letter-like shapes. | Writes simple CVC words (e.g., *cat, dog*) using phonetic knowledge. Recognises and writes more common words independently (e.g., *I, the, and*). | Confidently writes a range of familiar and high-frequency words, including some tricky words (e.g., *was, said*). Attempts new words using phonics knowledge. |
| 1d . Understanding of Words in Context | Recognises that words have meaning and are used to label objects or describe actions in their drawings or early writing | Begins to use words in simple sentences, often with support. Understands that words can be put together to convey ideas. | Writes simple sentences using words that are connected to their drawings or thoughts. Shows an understanding of how words convey meaning. |
| 2.. Spelling of Simple Words | Begins to represent some initial sounds in words (e.g., writing the first letter of a word). May rely on copying words from the environment. | Spells simple words using initial and final sounds (e.g., *hat* as *ht*). Beginning to spell familiar CVC words more accurately. | Spell most simple CVC words correctly (e.g., *cat, dog, run*). Begins to use some CEW correctly (e.g., *he, she, we*). |
| 2a.. Phonics Application in Writing | Attempts to use phonetic sounds when writing. Letters may not correspond correctly to sounds, and words are often incomplete or unclear. | Begins to use phonics knowledge to write simple words phonetically (e.g., writing *cat* as *kat*). Some errors, but beginning to represent most sounds in words. | Consistently uses phonics to spell regular words phonetically and can attempt more complex words (e.g., *ship, jump*). Uses known letter-sound correspondences with increasing |

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|---|---|---|---|
| | | | accuracy. |
| 3. Writing for Purpose | Attempts to verbalise the specific purpose of marks made (e.g., 'this is a label' or writing their name to make sure they can find their work). Meaning is mostly unclear without adult interpretation. | Deliberately selects marks which may convey some purpose (e.g., simple captions, labels) with some clarity. Purpose is still supported by adults or visual prompts. | Make marks that convey purpose. May begin to show some awareness that word choices help their audience. |
| 4. Letter Formation | Begins to make marks that resemble letters. Some letters may be recognisable but are inconsistent in shape and size. | Forms more recognisable letters, with increasing control over shape and size. Still inconsistent in orientation and spacing | Consistently forms most letters correctly, using appropriate size, shape, and orientation. Attempts to write on lines and improve spacing between words. |

## Progression Across the Year:

- **Autumn**: In the first term, the focus is on recognising and attempting to write familiar words, using phonetic knowledge, and developing early mark-making skills. Children may still rely on copying and mark-making but are beginning to engage with words more intentionally.
- **Spring**: By mid-year, students should be developing the ability to write simple words independently, applying phonics knowledge more confidently. They should be starting to use words in simple contexts, such as labelling pictures or writing simple captions.
- **Summer**: By the end of the year, students are expected to be writing simple, phonetically plausible words with confidence. They should begin to use sentences to communicate simple ideas and develop a growing vocabulary, including tricky and high-frequency words.