

Thresholds for Writing from Year 1 and into Year 2

Transcription (Spelling and Handwriting)

Spelling words containing each of the 40+ phonemes already taught.
Spelling many common exception words.
Spelling opposites using prefix -un
Adding suffixes to spell some words correctly in their writing e.g. -ing, -ed, -er and -est.
Begins to write capital letters, lower case letters and digits of the correct size, orientation and relationship to one another.
Begins to form lower-case letters in the correct direction, starting and finishing in the right place.
Uses finger spaces to separate words

Composition

Composes a sentence orally before writing it
Write from memory simple dictated sentences using the GPCs and common exceptions words taught so far.
Sequence sentences to form short narratives

Vocabulary, Grammar and Punctuation

Demarcate some sentences with capital letters and full stops and experiment with use of question marks and exclamation marks
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Thresholds for Writing from Year 2¹ and into Year 3

Transcription (Spelling and Handwriting)

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
spelling many common exception words*
spelling some words with contracted forms*
adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly*
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
Use the diagonal and horizontal strokes needed to join letters in some of their writing
using spacing between words that reflects the size of the letters

Composition

Composes and rehearses sentences orally before writing them
using sentences with different forms in their writing (statements, questions, exclamations and commands)
Begin to organise paragraphs around a theme

Vocabulary, Grammar and Punctuation

¹ Thresholds in green taken from Interim Assessment Framework 2017 - "At the Expected Standard"
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Demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks

Using some expanded noun phrases to describe and specify

Using present and past tense mostly correctly and consistently

Using co-ordination (or / and / but) and some subordination (when / if / that / because)



Thresholds for Writing from Year 3 and into Year 4

Transcription (Spelling and Handwriting)

Spell homophones
Begin to use possessive apostrophes accurately
Use further prefixes and suffixes and understand how to add them
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
Consistently uses appropriate spacing between words

Composition

Composes and rehearses sentences orally including dialogue
Organises paragraphs around a theme

Vocabulary, Grammar and Punctuation

Use commas in a list and to separate 2 ideas in clauses
Using and punctuating direct speech.
Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Extending the range of sentences with more than one clause by using a wide range of conjunctions, including <i>when, if, because, although</i>



Thresholds for Writing from Year 4 and into Year 5

Transcription (Spelling and Handwriting)

Spell further homophones
Use possessive apostrophes accurately
Increase the legibility, consistency and quality of their joined handwriting
Consistently uses appropriate spacing between words, sentences and paragraphs

Composition

Composes sentences with varied vocabulary and a range of sentence structures
In non-narrative material, use simple organisational devices (e.g. headings and subheadings)
In narratives, creating settings, characters and plot

Vocabulary, Grammar and Punctuation

Use commas to demarcate clauses and after fronted adverbials
Use bullet points to form lists
Indicating possession by using the possessive apostrophe with plural nouns.
Using the present perfect form of verbs in contrast to the past tense

Using conjunctions, adverbs and prepositions to express time and cause

Thresholds for Writing from Year 5 and into Year 6

Transcription (Spelling and Handwriting)

Spell some words with silent letters
Continue to distinguish between homophones and other words which are often confused
Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Composition

Sentences contain appropriately selected grammar and vocabulary
Using further organisational and presentational devices to structure texts and to guide the reader (e.g. headings, bullet points, underlining).
In narratives, creating settings, characters and atmosphere
Selects the appropriate verb form and uses other similar writing as models for their own
Identifies the audience for, and purpose of the writing

Vocabulary, Grammar and Punctuation

Use commas to clarify meaning or avoid ambiguity
Use brackets, dashes or commas to indicate parenthesis.
Punctuate bullet points consistently
Use relative clauses beginning with who, which, where, when, whose or that

Use modal verbs or adverbs to indicate degrees of possibility

Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)



Thresholds for Writing from Year 6² and into Year 7

Transcription (Spelling and Handwriting)

spelling most words correctly* (years 5 and 6)

Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Composition

Includes adverbials, within and across sentences and paragraphs

creating atmosphere, and integrating dialogue to convey character and advance the action using a range of cohesive devices*,

using passive and modal verbs mostly appropriately

using a wide range of clause structures, sometimes varying their position within the sentence

selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly

using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision

Vocabulary, Grammar and Punctuation

Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly

Make some correct use of semi-colons, dashes, colons and hyphens

² Thresholds in green taken from Interim Assessment Framework 2017 - "At the Expected Standard"
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