

SUNDERLAND RESPONSE TO COVID-19

Ready to Progress Catch-up Criteria for Writing

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A guidance document to support assessment of key curriculum content for writing so teachers can check which pupils are ready to progress onto new curriculum content for their year group and identify gaps in learning that need to be filled before progressing.

Ready to Progress Catch-up Checker for Writing

The table below is a summary of the ready-to-progress criteria for all year groups in writing. They identify the key learning from the *previous* year. Through assessment of an independent piece of writing if the child meets the criteria they are ready to move on to intended curriculum for that year group. If a pupil does not meet the criteria teachers need to decide how to fill those gaps in learning before moving on. The criteria can also be used to support provision for SEND pupils by highlighting the most important concepts within the national curriculum so that teaching and targeted support can be weighted towards these.

Strand	Year 1 From Reception check pupils can:	Year 2 From Year 1 check pupils can:	Year 3 From Year 2 check pupils can:	Year 4 From Year 3 check pupils can:	Year 5 From Year 4 check pupils can:	Year 6 From Year 5 check pupils can:
Vocabulary, punctuation and grammar	<p>Write own name and other things such as labels and captions</p> <p>Understand the need for spacing between words.</p>	<p>V - Use simple adjectives</p> <p>G- Use simple past and present verbs mostly accurately</p> <p>P- Use capital letters, full stops and some exclamation marks to demarcate sentences</p>	<p>V – Use expanded noun phrases to provide detail and specification.</p> <p>P - Demarcate most sentences with capital letters and full stops, use question marks correctly when required.</p> <p>G - Use past tense mostly correctly and consistently</p> <p>G - Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</p>	<p>V - Use expanded noun phrases to add detail and precision to writing</p> <p>P – Use Capital letters, full stops, question marks, commas in a list and apostrophes for contraction mostly correctly.</p> <p>P - Use inverted commas to punctuate direct speech</p> <p>G - Independently organise paragraphs around a theme</p> <p>G - Express time, place and cause using conjunctions</p>	<p>V - Use adjectives and figurative language to evoke time, place and mood.</p> <p>V – Use precise vocabulary choices to create specific impact and effect on the reader.</p> <p>P - Use the full range of punctuation taught in KS1, Year 3 and Year 4 (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)</p> <p>G - Use fronted adverbials including the correct use of a comma</p> <p>G - Effectively use conjunctions, adverbs and prepositions to express time, cause and place</p>	<p>V- In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism.</p> <p>G - Use preposition phrases and expanded noun phrases to add detail, qualification and precision</p> <p>G - Build cohesion within and across a paragraph using a range of devices.</p> <p>P – Use punctuation to support coherence in writing.</p>

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Composition	C - Write simple sentences which can be read by themselves and others. C - Attempt to write short sentences in meaningful context	C - Sequence sentences to form short narratives	C - Write simple, coherent narratives C - Write about real events, recording these simply and clearly	C - Write with a clear purpose, audience and form	C - Use a range of devices to structure the writing and support the reader based on the form and purpose.	C - Write in different styles based on purpose, form and audience selecting appropriate grammar and vocabulary
Spelling	S - Use phonic knowledge to write words in ways which match their spoken sounds. S - Write some irregular common words.	S - Spell phonetically plausible real and nonsense words using the graphemes from Phase 2-4	S - Spell many common exception words S- Segment spoken words into phonemes and represent these by graphemes S - Make phonically-plausible attempts at unknown words	S – Understand morphology; to be able to use root words and suffixes. S -Know the relationship between the meaning and spelling of words.	S - Spell correctly most words from the year 3/4 spelling list	S - Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4
Handwriting	H - Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. Write own name and other things such as labels and captions	H - Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits.	H - Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters	H - Use joined writing throughout independent writing	H - Use joined writing throughout all independent writing which is neat and controlled.	H - Consistently produce legible joined writing