

Coast Academies Writing Framework Step 2

Objective		Assessed	Almost	Meeting	Exceeding
1	KPI Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.	Lesson	Pupil can sometimes spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are often phonically plausible.	Pupil can usually spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are usually phonically plausible: e.g. yestirday, exsighting, speshall.	Pupil can spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are almost always phonically plausible and increasingly correct.
2	KPI Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.	Lesson	Pupil can, with support, spell single-syllable and multi-syllabic words containing new spellings of known phonemes.	Pupil can usually spell single-syllable and multi-syllabic words containing new spellings of known phonemes: e.g. race, ice, knock, gnat, typewriter, margarine, muckspreader (see Appendix 1 pg 45).	Pupil can spell single-syllable and multi-syllabic words containing new spellings of known phonemes.

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3	Learn to spell common exception words.	Lesson	Pupil can make phonically plausible attempts at common exception (irregular) words, some of which are correctly spelt.	Pupil can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: e.g. door, because, sugar, people (see Appendix 1 pg 48 and refer to school phonics scheme).	Pupil can make phonically plausible attempts at all common exception (irregular) words, almost all of which are correctly spelt.
4	Distinguish between homophones and near-homophones	Lesson	Pupil can, with support, distinguish between and sometimes correctly spell homophones and near-homophones.	Pupil can usually distinguish between, and correctly spell, homophones and near-homophones: e.g. sum/some, blew/blue, night/knight, there/their/they're, here/hear, quite/quiet, see/sea, bare/bear (see Appendix 1 pg 48)	Pupil can consistently and confidently distinguish between and almost always correctly spell homophones and near-homophones.
5	Use the possessive apostrophe (singular): e.g. the girl's book	Lesson	Pupil can, with support, place the possessive apostrophe accurately in words with singular nouns.	Pupil can usually place the possessive apostrophe accurately in singular nouns: e.g. Megan's, Ravi's, the girl's, the child's, the man's (see Appendix 1, pg 47).	Pupil can consistently and confidently place the possessive apostrophe accurately in words with singular nouns.

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6	Spell more words with contracted forms	Lesson	Pupil can, with support, place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full.	Pupil can usually place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full: e.g. can't – cannot, didn't – did not, hasn't – has not, couldn't – could not, it's – it is. I'll – I will (see Appendix 1 pg 47).	Pupil can consistently and confidently place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full.
7	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Lesson	Pupil can remember and write a dictated sentence, applying phonic knowledge and taught punctuation with some accuracy.	Pupil can usually remember and write a dictated sentence that include words using the GPCs and common exception words taught so far, spelling most of them correctly and applying phonic knowledge and punctuation accurately: e.g. The farmer had eight sheep, two dogs and four children.	Pupil can consistently and confidently remember and write a dictated sentence, applying phonic knowledge and punctuation accurately.

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8	Use the suffixes -ment, -ness, -ful, -less, -ly to make longer words	Lesson	Pupil can, with support, apply the suffixes -ment, -ness, -ful, -less, -ly to words ending in a consonant: e.g. enjoyment, sadness, playful, hopeless, sadly.	Pupil can usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant (see left) and to exception words ending in -y: e.g. merriment, happiness, plentiful, penniless, happily (see Appendix 1, pg 47).	Pupil can correctly and consistently apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant and to exception words ending in -y.
9	KPI Use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs.	Lesson	Pupil is beginning to use -er, -est in adjectives and -ly to turn adjectives into adverbs.	Pupil can use -er, -est in adjectives and -ly to turn adjectives into adverbs.	Pupil can use the suffixes -er and -est in adjectives confidently and consistently and can use -ly to form Standard English adverbs.
10	KPI Form lower-case letters of the correct size relative to one another i.e. Pupil can correctly form most lower-case letters as outlined in the school's handwriting policy, showing some consistency and control over their size (for example, the r and s are not written as ascenders, the descenders sit on the line with their tails hanging beneath).	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.

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11	Sit correctly at a table, hold a pencil with correct grip and correctly form and join some letters in accordance with the school's writing policy.	Lesson	Pupil can, with support, sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join some letters in accordance with the school's writing policy	Pupil can sit correctly at a table, hold a pencil with correct grip and correctly form and join some letters in accordance with the school's writing policy.	Pupil can consistently and confidently sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join most letters in accordance with the school's writing policy.
12	KPI Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.	Lesson	Pupil can form some capital letters, digits and lower-case letters showing some control over the orientation and size.	Pupil can form most capital letters, digits and lower-case letters showing good control over the orientation and size.	Pupil can form almost all capital letters, digits and lower-case letters showing consistent control over the orientation and size.
13	Use features of the given form of writing in their own writing of narratives, non-fiction and poems e.g. using the correct tense in narrative and non-fiction or writing in 4 line stanzas, selecting some rhyming words in poetry.	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.
14	Write simple narratives, simple poems and simple recounts of real events for different purposes; some evidence of writing stamina.	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.

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15	Plan what they are going to write about, including the writing down of key ideas, key words and vocabulary e.g. pupils 'magpie' some powerful wow words or ideas heard in whole class teaching sessions to use in their own writing.	Lesson	Pupil can, with support, say or record in writing or pictorially their ideas for writing.	Pupil can usually record in writing or pictorially their ideas for writing: e.g. draw or explain a simple story map or story plan, including the writing down of key ideas, key words and vocabulary e.g. pupils 'magpie' some powerful wow words or ideas heard in whole class teaching sessions to use in their own writing.	Pupil can almost always record in writing or pictorially their ideas for writing, including key ideas and vocabulary magpied and used to improve their writing.
16	KPI Compose and orally rehearse what you want to say, sentence by sentence.	Lesson	Pupil can, with some support, compose and orally rehearse what they want to say, sentence by sentence.	Pupil can usually compose and orally rehearse what they want to say, sentence by sentence: e.g. compose sentence orally and use phonic knowledge to segment to spell words, write letters/words using agreed handwriting style.	Pupil can consistently encapsulate what they want to say, sentence by sentence.

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17	Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils	Lesson	Pupil can, with the teacher, reflect on what they have written, making some suggestions for improvement.	Pupil can, with the teacher and making reference to their toolkit, reflect on what they have written, making suggestions for improvement: e.g. after reading through the success criteria again with the teacher, pupil realises that they did not number their instructional sentences. They amend this by rechecking the order and adding numerals.	Pupil can independently reflect on what they have written, making suggestions for improvement linked to success criteria.
18	KPI Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation including correcting errors in the use of verbs (e.g. pupil corrects 'I sited' to 'I sat') and punctuation and spelling patterns most recently taught.	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.
19	Use expanded noun phrases to describe and specify: e.g. the blue butterfly, plain flour, the man on the moon.	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.

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20	KPI Use subordination (using when, if, that, because) and coordination (using and, or, but): e.g. You need to pack your coat because it is going to rain later. Remember to take your packed lunch and don't forget your bookbag.	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.
21	Understand and use sentences with different forms: statement, question, exclamation, command.	Lesson	Pupil can sometimes structure statements, questions, exclamation sentences and commands.	Pupil can correctly identify, classify and structure statements, questions, exclamation sentences and commands: e.g. The colourful butterfly flew from flower to flower; Where do clouds come from?; Beware...whirlwinds can kill!; Sift the flour and mix into the other ingredients.	Pupil can confidently and consistently correctly structure statements, questions, exclamation sentences and commands.

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22	KPI Use the present and past tenses correctly and consistently including the progressive form. i.e. Pupil can consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense: e.g. Pupil writes 'She is drumming, she drummed, she was drumming.'	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.
23	KPI Demarcate simple and compound sentences accurately and use question marks and exclamation marks as alternatives to the full stop appropriately. i.e. Pupil is consistent in accurate sentence demarcation across a range of independent writing.	Progress Write	Pupil shows some understanding of objective in taught and guided sessions.	Pupil has achieved the objective independently in a progress write task.	Pupil has achieved the objective independently on more than one occasion in a progress write task.
24	KPI Use commas to separate items in a list.	Lesson	Pupil is beginning to use commas in a list.	Pupil consistently uses commas accurately to separate items in a list.	Pupil has begun to use commas to separate items in a list in independent writing tasks.