

Coast Academies Writing Framework Step 3

Objective		Assessed	Almost	Meeting	Exceeding
1	Spell further homophones	Lesson	With support, pupil can distinguish between and sometimes correctly spell further homophones and near-homophones.	Pupil can usually distinguish between and correctly spell further homophones and near-homophones: e.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break.	Pupil can consistently and confidently distinguish between, and almost always correctly spell, further homophones and near-homophones.
2	Spell words that are often misspelt (English Appendix 1)	Lesson	Pupil is able to identify, when prompted, their own most common spelling mistakes and the commonly misspelled words from the 3/4 list on pg 64.	Pupil is able to identify their own most common spelling mistakes and the commonly misspelled words from the 3/4 list on pg 64 and is beginning to be able to use one or two taught strategies to reduce misspellings: e.g. sounding out Wednesday, having a frequently updated, laminated, personalised word mat with own most common errors.	Pupil can consistently and confidently correctly spell words where the letters do not match the sound.
3	KPI Spell unknown words as accurately as possible, using phonic knowledge.	Progress Write	Pupil shows some understanding of the 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.
4	Use further prefixes and understand how to add them (English Appendix 1)	Lesson	With support pupil can spell words with prefixes without any other associated changes in spelling.	Pupil can usually correctly spell words with prefixes without any associated changes in spelling: e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity.	Pupil can consistently and confidently correctly spell words with prefixes without any associated changes in spelling.

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5	Use further suffixes and understand how to add them (English Appendix 1)	Lesson	With support pupil can spell words where suffixes beginning with vowel letters are added to words of more than one syllable (see Appendix 1 p 49).	Pupil can usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word: e.g. opened, buttered, gardener, frightening, limited, scattering, referred, deterred, gripped.	Pupil can consistently and confidently correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word.
6	Use the first two or three letters of a word to check its spelling in a dictionary	Lesson	With support, pupil can navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the second letter.	Pupil can usually navigate a dictionary to find the initial letter and use the guide words to fine tune their search to the third letter: e.g. able to divide the dictionary into thirds or quarters to begin the search	Pupil can consistently and confidently navigate a dictionary to find the initial letter and use the guide words to fine tune their search to the third letter or beyond.
7	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Lesson	With support, pupil can accurately remember and write a dictated sentence containing the spelling patterns and common exception words taught so far.	Pupil can remember and write dictated sentences that include words containing the spelling patterns and common exception words taught so far, spelling most of them correctly: e.g. We bought two pairs of girls' shoes. Beginners often lose their way in our big library.	Pupil can consistently and confidently remember and write accurately a dictated sentence containing the spelling patterns and common exception words taught so far.
8	Sit correctly at a table, hold a writing implement comfortably and correctly form and join most letters in accordance with the school's agreed house style.	Lesson	With support pupil can sit correctly at a table, hold a writing implement comfortably and correctly form and join some letters in accordance with the school's agreed house style.	Pupil can usually sit correctly at a table, hold a writing implement comfortably and correctly form and join most letters in accordance with the school's agreed house style.	Pupil can consistently and confidently sit correctly at a table, hold a writing implement comfortably and correctly form and join all their letters in accordance with the school's agreed house style.
9	KPI Ensure that writing can be read, is usually consistent and beginning to be pleasing in appearance., using the agreed joined style for most of the time.	Progress Write	Pupil shows some understanding of the 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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10	Plan their writing by: discussing and recording ideas	Lesson	With support, pupil can work with a partner or small group to plan writing, contributing their own and listening to others' ideas and recording them in note or pictorial form for later use.	Pupil can usually work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use: e.g. using a spidergram, flowchart or timeline.	Pupil can consistently and confidently work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use.
11	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).	Lesson	With support pupil can compose and speak a whole sentence.	Pupil can usually compose and speak a whole sentence: e.g. for a teacher-scribed shared write or before writing independently, often incorporating newly acquired vocabulary and using recently learned sentence types.	Pupil can consistently and confidently compose and speak a whole sentence.
12	KPI Organise paragraphs around a theme e.g. Pupil can usually organise their material into logical chunks and write a coherent series of linked sentences for each: e.g. Bees live together in big groups.. The Queen bee is the mother of all the workers. Bees work together to feed each other and look after the larvae. Pupil knows how to demarcate paragraphs on the page and usually remembers to do this as they write.	Progress Write	Pupil shows some understanding of the 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.
13	KPI Create an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story	Progress Write	Pupil shows some understanding of the 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	KPI In non-narrative writing, marshal material into logical chunks and write an appropriate main heading for the text and suitable subheadings for each chunk.	Progress Write	Pupil shows some understanding of the 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	Edit by reading back their own writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement.	Progress Write	Pupil shows some understanding of the 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.
16	KPI Proof-read for spelling and punctuation errors.	Lesson	With support, pupil can spot and correct some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.	Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. You have put speech marks around the 'he said' as well as what your character actually says. You need to end them after the last word the character says; I've written about a 'groan man', but that's not right. He had to grow up, so that tells me the right homophone there must be 'grown'	Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.
17	Choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing: e.g. When I read that paragraph back I've used the word 'tigers' six times! I need to change some of them to 'they'.	Progress Write	Pupil shows some understanding of the 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.
18	KPI Write an increasing range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing: e.g. We still went on our class trip to the water park although it was raining when we set out.	Progress Write	Pupil shows some understanding of the 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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19	KPI Select the appropriate tense for the task, including the use of Standard English verb inflections and the present perfect forms of verbs.	Lesson	Pupil can write using the appropriate tense for the task.	Pupil can select the appropriate tense for the task and use the correct Standard English verb inflections e.g. 'we were' instead of 'we was' and 'I did' instead of 'I done'.	Pupil can consistently and confidently use the appropriate tense for the task and apply the new learning spontaneously across a range of independent writing.
20	Form nouns using prefixes (super-, anti-)	Lesson	With support pupil can use a range of prefixes to generate new nouns: e.g. superhero, antibullying and sometimes use them appropriately in their independent writing.	Pupil can usually use a range of prefixes to generate new nouns, (see left) and use them appropriately in their independent writing.	Pupil can consistently and confidently use a range of prefixes to generate new nouns, (see left) and use them appropriately in their independent writing.
21	KPI Use the correct form of 'a' or 'an'.	Lesson	With support, pupil can decide whether a noun needs 'a' or 'an' in front of it and sometimes makes the right choice in independent writing.	Pupil can decide whether a noun needs 'a' or 'an' in front of it and usually makes the right choice in independent writing: e.g. an apple, an orange and a banana.	Pupil can decide whether a noun needs 'a' or 'an' in front of it and consistently and confidently makes the right choice in independent writing.
22	Word families based on common words (solve, solution, dissolve, insoluble)	Lesson	With support, pupil can recognise related words from the same word family and sometimes deduces the meaning of related words correctly.	Pupil can recognise related words from the same word family and usually deduces the meaning of related words correctly: e.g. recognises 'heard' within 'unheard' and 'misheard' and is able to use this knowledge to explain what both words mean.	Pupil quickly recognises related words from the same word family and consistently and confidently deduces the meaning of related words correctly.
23	KPI Use inverted commas to punctuate direct speech.	Progress Write	Pupil shows some understanding of the 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	Make writing lively and interesting through good pace or attempts to interest the reader using humour, characterisation, feelings and emotions.	Progress Write	Pupil shows some understanding of the 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.
25	Uses most simple punctuation accurately, including full stops, capital letters, question marks, exclamation marks and commas in lists.	Progress Write	Pupil shows some understanding of the 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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26	Use interesting and ambitious adjectives and adverbs.	Progress Write	Pupil shows some understanding of the 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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