

Coast Academies Writing Framework Step 4

Objective		Assessed	Almost	Meeting	Exceeding
1	KPI Spell further homophones.	Lesson	Pupil can, with support, 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. whose/who's, peace/piece, whether/weather, medal/meddle (See Appendix 1 pg 63).	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 can, when prompted, identify their most common spelling mistakes and can use one or two taught strategies to reduce them.	Pupil can independently identify their most common spelling mistakes and select the most appropriate from a range of taught strategies to reduce them: e.g. phonics first approach; identifying the tricky bits; starting with the root words and adding affixes; creating a mnemonic sentence;. remembering the spelling of library by exaggeratedly pronouncing the word to emphasis the tricky bits: lie-brare-ee	Pupil can readily identify their most common spelling mistakes and confidently select the most appropriate from a range of taught strategies to reduce them.
3	KPI Place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' and in words with irregular plurals: e.g. children's	Lesson	With support pupil can place the possessive apostrophe accurately in words with regular plurals, and in words with irregular plurals With prompting, they can explain this punctuation rule to others.	Pupil can usually place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys', animals' and in words with irregular plurals e.g. men's, women's people's, children's, mice's. Pupil can usually explain this punctuation rule to others, spotting and correcting errors in own and others' writing.	Pupil can consistently and confidently place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals (see left). Pupil can almost always explain this punctuation rule to others, quickly spotting and correcting errors in own and others' writing.

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4	Use further prefixes and understand how to add them (English Appendix 1)	Lesson	Pupil can, when prompted, spell words with prefixes without any associated changes in spelling. They can explain the meaning of some prefixes: e.g. un-, dis-, mis-, in-.	Pupil can usually correctly spell words with prefixes without any associated changes in spelling. They can explain the meaning of most prefixes: e.g. all of the ones at left and il-, im-, ir-, re-, sub-.	Pupil can consistently and confidently correctly spell words with prefixes without any associated changes in spelling. They can explain the meaning of almost all prefixes: e.g. all of the ones at left and inter-, super-, anti-, auto-.
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. They can, when prompted, explain this spelling pattern to others (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. They can usually explain this spelling pattern and its rules to others: e.g. forgetting, beginner, preferred, trodden, referee, deferred, inferred.	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. They can confidently explain this spelling pattern and its rules to others.
6	Use the first two or three letters of a word to check its spelling in a dictionary	Lesson	Pupil can sometimes find words in a dictionary and, when prompted, can check their own attempt at spellings against the correct spelling and make any amendments.	Pupil can usually find words in a dictionary, can accurately check their own attempt at spellings against the correct spelling and make any amendments.	Pupil can consistently and confidently find words in a dictionary, can quickly and accurately check their own attempt at spellings against the correct spelling and make any amendments.
7	KPI Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Lesson	With support, pupil can remember and write a dictated sentence applying age-expected newly taught spelling patterns and punctuation with some accuracy.	Pupil can usually remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy: e.g. It was hard to accept that the magician, who had been struck down by a mysterious illness, was going to disappoint the children's party	Pupil can consistently and confidently remember and write a dictated sentence applying newly taught spelling and punctuation accurately.

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8	Correctly form and join most letters in accordance with the school's agreed house style. There is some consistency in decisions to join letters or leave letters unjoined	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.
9	KPI Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that pupil's writing can almost always be read; joined handwriting is the norm, written at a pace that usually keeps up with what pupils want to say.	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.
10	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Lesson	With support pupil can identify key organisational and language features of a shared text working with a partner, small group or the whole class. They can, when prompted, identify the text type by naming it.	Pupil can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. They can usually identify the text type by naming it and when prompted describe a context/scenario for using it: e.g. the list at the top and the numbered bullets mean this is a set of instructions. You'd want these for putting a climbing frame together or making an omelette	Pupil can consistently and confidently identify, name and describe key organisational and language features of a shared text working with a partner, small group or the whole class. They can identify the text type by naming it and describe a context/scenario for using it.
11	Discuss and record ideas to plan their writing.	Lesson	Pupil can, with support, use notes and pictures, from discussion with others, to plan writing.	Pupil can, independently, select the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing: e.g. takes notes during discussion and organises them later into a 'boxing up' frame or story mountain.	Pupil can consistently select the most relevant information, key vocabulary and most suitable ideas from discussion and notes to plan writing, improving and developing ideas to help plan own writing.

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12	Use a variety of simple, compound and complex sentences in their writing.	Lesson	Pupil can, with support, compose and orally rehearse sentences, sometimes incorporating new vocabulary. Variation in structure is limited to simple and sometimes compound structures.	Pupil can, independently, compose and orally rehearse sentences usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structures.	Pupil can, independently and confidently, compose and orally rehearse sentences, usually incorporating deliberate choices of vocabulary for impact. Variation in sentence structure includes: simple, compound and complex structures.
13	KPI Demarcate paragraphs in longer pieces of writing, using a boxed up plan to help to organise paragraphs around a theme.	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 narrative writing, create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain some detail. (e.g. Kim huddled deeper into the hairy wool jumper gran had knitted. 'It's too cold out here, I want go back home.' 'Don't be such a baby!' snapped Tyler, bossily, 'Look, the car's coming!')	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.
15	In non-narrative writing, use engaging headings and relevant sub-headings for each part of the text, clustering related information together into logical paragraphs.	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	Evaluate and assess the effectiveness of their own and others' writing and suggest improvements.	Lesson	Pupil can, with support, read back their own writing cumulatively as they go and others' completed writing, monitoring to check the meaning is clear. They can identify and make suggestions for alteration.	Pupil can, usually and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. they check the meaning is clear and organisational features are correct. They can identify and make suggestions for alteration and improvement: e.g. My second sub-heading doesn't really match the content of the paragraph underneath it. I need to change one or the other.	Pupil can, consistently and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. they check the meaning is clear, spellings, punctuation and organisational features are correct. They can identify and make suggestions for alteration and improvement.

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17	Independently proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text. (e.g. spotting repetitious language, verb/subject disagreement or lapses in tense).	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 Proof-read for spelling and punctuation errors, usually spotting most of their own spelling and punctuation errors and knowing how to correct them, including errors in the most recently taught spelling patterns and punctuation items.	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.
19	KPI Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	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.
20	KPI Use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences e.g. when, if, because, although, however, as well as, despite.	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.
21	KPI Use fronted adverbials to express time, place and cause.	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.
22	KPI Understand the concept of verb tense. i.e. Pupil's writing shows growing awareness of how commonly used verbs are inflected in different tenses. Use of tense in writing is usually consistent with few lapses. Pupil is beginning to use the present perfect form in contrast to the past tense: e.g. I have read three books by that author; the librarian has told me the new title will be in shortly.	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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23	Form nouns using prefixes (super-, anti-)	Lesson	Pupil can follow spelling rules to alter the meaning of nouns by adding prefixes; they can, when prompted, give a definition of the new noun.	Pupil can usually follow spelling rules to alter the meaning of nouns by adding prefixes; they can give a clear definition of the new noun: e.g. super-, supermarket, superman, superstar.	Pupil can, consistently and confidently, follow the spelling rules to alter the meaning of nouns by adding prefixes; they can give a precise definition for almost all new nouns.
24	Use the correct form of 'a' or 'an'	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	Group words into word families based on common words (solve, solution, dissolve, insoluble)	Lesson	Pupil can, when prompted, recognise and group words into two main families according to form and meaning.	Pupil can usually group words into two main families according to form and meaning. They can spot the common root words grouped by form: e.g. form: family – familiar – unfamiliar – familiarity – familiarise ..., meaning: big – little – size	Pupil can consistently group words into word families according to form and meaning; they can spot patterns of spellings in words grouped by form and specific links in meaning of words grouped by meaning. Pupil can use knowledge of word families to guess unfamiliar words with some confidence.
26	KPI Use inverted commas and other punctuation to indicate direct speech consistently and reliably.	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.
27	Use interesting and ambitious words sometimes to make writing lively and coherent.	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.
28	KPI Use commas after fronted adverbials.	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.
29	Spell words ending with the 'g' sound (e.g. rogue, tongue).	Lesson	Pupil can spell some words ending in the 'g' sound, with support.	Pupil can spell a range of words ending in the 'g' sound.	Pupil can spell a range of words ending with the 'g' sound accurately and consistently.
30	Spell words with the 's' sound spelt a 'sc' (e.g. science, scene).	Lesson	Pupil can, with support, use the sc grapheme to spell words with the 's' sound in them.	Pupil can spell a range of words which contain the 'sc' grapheme.	Pupil can spell words containing the 'sc' grapheme consistently and accurately.

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31	Show awareness of purpose through the selection of relevant content in writing. (e.g. in persuasive writing, concentrates on benefits of product; in narrative, focusses on elements of the story which will have an effect on the plot or reader).	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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