

### Coast Academies Writing Framework Step 6

Objective		Assessed	Almost	Meeting	Exceeding
1	Spell some words with 'silent' letters: e.g. knight, psalm, solemn	Lesson	Spells some common ps, psy and gn words correctly: e.g. psalm, gnaw.	Spells most common ps, psy, gn silent n words correctly: e.g. as left and government, environment.	Spells nearly all ps, psy, gn and silent n words correctly.
2	Use prefixes and suffixes and understand the guidelines for adding them.	Lesson	Pupil can, with support, spell words with prefixes and suffixes with or without associated changes in spelling: e.g. applicable, adorable, reliable, changeable, noticeable.	Pupil can spell words with prefixes and suffixes with or without associated changes in spelling: e.g. legible, preference, dependable	Pupil can almost always spell words with prefixes and suffixes with or without associated changes in spelling: e.g. applicable, adorable, reliable, changeable, noticeable.
3	KPI Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Lesson	Pupil can, with support, navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third and fourth letter, then read and understand the definition.	Pupil turns confidently and readily to the dictionary to find the initial letter of any word, using the guide words to fine tune their search to the third or fourth letter and beyond, then independently reads and understands the definition.	Pupil turns spontaneously to the dictionary to extend vocabulary, especially when reading independently or after listening to a speaker.
4	Write legibly, fluently and with increasing speed.	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.
5	KPI Identify the audience for and purpose of the writing when planning, selecting the appropriate form and using other similar writing as models for their own	Lesson	Pupil is usually able to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Pupil plans their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Pupil can almost always identify the intended audience and purpose for writing and choose a suitable writing model from a secure mental selection to support their own writing.
6	When writing narratives, pupil can draw imaginatively on what they have learned about how authors develop characters and settings to help them create their own: e.g. drawing on known characters and adapting them, taking elements from different settings and combining them in new ways.	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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7	Produce internally coherent paragraphs in a logical sequence and understands and deploys some hooking devices to create cohesion between paragraphs: e.g. repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next; using conjunctions such as furthermore, moreover, on the other hand, or conversely, to link 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.
8	KPI Pupil can usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action: e.g. help reader distinguish between characters by introducing variations in their vocabulary choices, using expanded noun phrases, adverbials and relative clauses.	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	Pupil can usually select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning: e.g. choose the most appropriate word from a range of synonyms or newly acquired subject specialist vocabulary, ensuring precision or expressing nuances of meaning.	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	KPI Use further organisational and presentational devices to structure text and to guide the reader e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc.	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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11	Assess the effectiveness of their own and others' writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details.	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.
12	Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	Lesson	Pupil can, with support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.	Pupil can usually propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing, making specific suggestions to a writing partner or incorporating such changes in their own writing: e.g. You've used 'but' to join those two clauses: 'He opened the door but the room stood empty! It could be much more dramatic if you used a colon instead. The reader is expecting the room to be packed with people so it's a shock that the character finds it empty. That's where a colon will work. 'He opened the door: the room stood empty!'	Pupil can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.
13	KPI Pupil can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. in flashbacks, letters and interviews.	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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14	KPI Proof-read for spelling and punctuation errors eg. 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. I called my character's leap from rooftop to balcony 'death defying', but I know I need to use a hyphen when I double up words like that to make an adjective. I'll make it 'a death-defying leap'; There is no 'w' or 'i' in the word language. Remember we learned it by saying 'lan-goo-age'? Use letter 'u' then 'a-g-e' and it will be correct.	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	KPI Ensure correct subject and verb agreement when using singular and plural, pupil consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing: e.g. casual language for an email or text to a close friend, more formal constructions when writing to a supermarket manager asking for donations to the class charity raffle.	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	Use a thesaurus to find varied and precise vocabulary.	Lesson	Pupil can, with support, use a thesaurus to introduce varied and precise vocabulary, keep descriptors, and avoid repetitious language.	Pupil can usually use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language: e.g. backing up choices with a dictionary check to ensure selected word is appropriate.	Pupil can almost always use a thesaurus to introduce varied and precise vocabulary and avoid repetitious language: e.g. after proof-reading own work, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.

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17	Pupil can usually use expanded noun phrases to convey complicated information concisely: e.g. ...the younger predators with less experience of hunting and fewer successful kills...; ...those pupils with completed art work and no overdue homework assignments.	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	Pupil can usually use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetical commas: e.g. The riverbank where we used to play was washed away in last week's flood.; Our teacher, whose special skill is playing the guitar, accompanied our song at leavers' assembly.; The school hall, which has become quite shabby, is being repainted over the summer holiday.	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	Use modal verbs or adverbs to indicate degrees of possibility	Lesson	Pupil can, when prompted, use modal verbs or adverbs to indicate degrees of possibility.	Pupil confidently uses modal verbs or adverbs to indicate degrees of possibility: e.g. might have done... could have acted... ought to have listened... should have known usually, frequently, probably, regularly, seldom, almost never.	Pupil can almost always use modal verbs or adverbs to indicate degrees of possibility, including using modals to write about things that never happened: e.g. If dinosaurs had survived, we might have been tucking in to brontosaurus burgers for school dinner today!

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20	Use the perfect form of verbs to mark relationships of time and cause.	Lesson	Pupil can, with support, use the present perfect form of verbs to mark relationships of time and cause: e.g. She has taken her seat (and is still in it, or we would write she took her seat); The clock has struck twelve (so Cinderella had better hurry). Pupil understands that the past perfect form is another variation to show relationships of time and cause and, with support, is beginning to experiment with using it.	Pupil confidently uses the present perfect form of verbs to mark relationships of time and cause and is usually able to choose to use the past perfect form to mark relationships of time and cause: e.g. She had known for some time that the money was missing but had hoped it would turn up.	Pupil confidently always uses the present perfect and past perfect forms of verbs to mark relationships of time and cause and combines them appropriately in writing: e.g. they had always intended to have a holiday there but the recent earthquake has changed their plans.
21	KPI Pupil can use the passive voice appropriately in independent writing such as writing up a science investigation: e.g. The temperature of the ice was measured at five-minute intervals or explaining a geographical phenomenon: e.g. Rocks are gradually worn down by rain and wind	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	Convert nouns or adjectives into verbs using suffixes: e.g. -ate, -ise, -ify	Lesson	Pupil can, with support, sometimes convert nouns or adjectives into verbs	Pupil can usually convert nouns or adjectives into verbs: e.g. example into exemplify; class into classify; magnet into magnetise; orchestra into orchestrate.	Pupil can almost always convert nouns or adjectives into verbs.
23	Use devices to build cohesion, including adverbials of time, place and number e.g. linking ideas within and across paragraphs using later, nearby, secondly.	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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24	KPI Pupil can use a variety of sophisticated punctuation, including at least 3 of the following: the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within 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.
25	KPI Pupil punctuates bullet points accurately.	Lesson	Pupil is aware of the need to punctuate bullet points accurately.	Pupil punctuates bullet points accurately.	Pupil applies their knowledge of sophisticated punctuation across a wide range of independent writing.
26	KPI Understand and use hyphens to avoid ambiguity.eg. a nail-biting moment; re-enter; re-invent.	Lesson	Pupil can, with support, sometimes use hyphens within words.	Pupil understands and uses hyphens to avoid ambiguity. eg. a nail-biting moment; re-enter; re-invent	Pupil can explain why hyphens have been used in a variety of contexts, in order to avoid ambiguity.
27	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	Lesson	Pupil can, with support, draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words.}	Able to draw on a wider range of known root words to correctly spell inflected words and other words related by meaning; operates some successful strategies for learning and recalling spelling of anomalous words: e.g. sounds the silent letters in tricky words like government, muscle, guarantee; uses knowledge of common letter strings in affixes and the rules for adding them; uses mnemonic as a last resort.	Almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; operates a range of effective strategies for learning and recalling spelling of anomalous words.
28	Uses a wide range of ambitious vocabulary accurately and precisely.	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	Uses 2 or more stylistic features to create effect within their writing eg. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, onomatopoeia, alliteration, elaboration, nominalisation.	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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30	Open and close writing in interesting, unusual or dramatic ways.	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.
31	Use clauses confidently and appropriately for audience and purpose, creating varied sentence structures.	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.