

Progression of objectives from local authority moderation frameworks towards the KS2 Writing Teacher Assessment Framework 2019
 Working towards year group expectations, Working at the expected standard for the year group, Working at Greater Depth for the year group

Working towards the expected standard Year 6			
Year 6	Year 5	Year 4	Year 3
write for a range of purposes		Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of writing	Write simple, coherent narratives about personal experiences and those of others (fictional or real).
	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader. Make use of figurative language for effect.		Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of writing
use paragraphs to organise ideas	Use of paragraphs is consistent across a range	Use of paragraphing and organisational devices to structure writing for the reader	
		Use of paragraphs is consistent across a range	Make use of paragraphing and organisational devices to structure writing.
			Use of paragraphs is more consistent across the range
in narratives, describe settings and characters	Write narratives with detail provided for setting and character, including some use of figurative language		
		Write narratives with detail provided for setting and character, including some use of figurative language	
			Write narratives with some description to setting and character.
in non-narrative writing, use simple devices to structure	Signpost the reader through non-fiction by using a variety of organisational devices for clarity	Use of paragraphing and organisational devices to structure writing for the reader	Write about real events, recording these simply and clearly

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the writing and support the reader (e.g. headings, sub-headings, bullet points)	Explore different formats to present non-fiction for reader appeal	Signpost the reader through non-fiction by using a variety of organisational devices for clarity	
		Explore different formats to present non-fiction for reader appeal	Sign post the reader through non-fiction by using organisational devices for clarity.
use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly		Use of commas for lists correctly Spell contracted words correctly	Demarcate most sentences in their writing with capital letters and full stops and use exclamation marks and question marks correctly when required.
			Use the range of punctuation taught at KS1 correctly Spell contracted words correctly
spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*	Spell some Year 5/6 list correctly	Spell many common exception words from the Years 3/4 list Spell contracted words correctly Add suffixes to spell most words correctly in their writing.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others. Spell many common exception words from the Year 2 list correctly.
		Spell most words from the Years 3/4 list correctly	Spell most common exception words from the Year 2 list and some from the Year 3/4 list. Spell contracted words correctly. Add suffixes to spell most words correctly in their writing e.g. – ment – ness – full – less - ly

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write legibly	Writing is joined and legible	Use diagonal and horizontal strokes to join letters	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
			Use diagonal and horizontal strokes to join letters
Working at the expected standard Year 6			
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Make use of figurative language for effect.		Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of writing
		Make use of figurative language for effect	
in narratives, describe settings, characters and atmosphere			
	Write narratives with a well-structured plot to engage the reader. Make use of figurative language for effect	Write narratives with detail provided for setting and character, including some use of figurative language	
	In narratives describe settings, characters and atmosphere	Write narratives with a well-structured plot to engage the reader Make use of figurative language for effect	Write narratives with some description to setting and character.

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integrate dialogue in narratives to convey character and advance the action	Use of punctuation for direct speech mostly correctly		
	Use of punctuation for direct speech is accurate, including commas	Use of punctuation for direct speech is accurate, including commas	
	Integrate dialogue in narratives to convey character and action		Some use of punctuation for direct speech
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)			
	Select vocabulary more precisely, especially more sophisticated synonyms Vary sentence starters considering the placement of subordinating clauses		Spell contracted words correctly.
	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. using contracted forms in dialogue, passive use of verbs, using modal verbs to suggest degrees of possibility.	Select vocabulary more precisely, especially more sophisticated synonyms Vary sentence starters considering the placement of subordinating clauses	
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns,	Extend range of conjunctions appropriate to the genre.	Use co-ordination and subordination to extend sentences.	Use co-ordination and some subordination to join clauses.
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials, pronouns and synonyms) within and across paragraphs	Extend range of conjunctions appropriate to the genre.	Use co-ordination and subordination to extend sentences.

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synonyms) within and across paragraphs			Extend range of conjunctions appropriate to the genre.
use verb tenses consistently and correctly throughout their writing	More varied tenses uses e.g. perfect form, modal, progressive.		Use present and past tense mostly correctly and consistently.
	Use verb tenses consistently and correctly throughout their writing	More varied tenses used e.g. perfect form	
			More varied tenses e.g. use of perfect form.
use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	Use of punctuation for direct speech mostly correctly Use of comma to mark clauses sometimes	Use of commas for lists correctly	Demarcate most sentences in their writing with capital letters and full stops and use exclamation marks and question marks correctly when required.
	Some use of fronted adverbials to add interest, followed by a comma Use of punctuation for direct speech is accurate, including commas Some correct use of commas for clauses and for some parentheses, including commas, brackets and dashes	Use of punctuation for apostrophes for possession mostly correctly Use of punctuation for direct speech is accurate, including commas Use of comma to mark clauses sometimes Some use of fronted adverbials to add interest, followed by a comma	Use the range of punctuation taught at KS1 correctly
	Use the range of punctuation taught at Key Stage 2 mostly correctly		Some use of punctuation for direct speech
spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to	Spell some Year 5/6 list correctly	Spell many common exception words from the Year 3/4 list Spell contracted words correctly	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.

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check the spelling of uncommon or more ambitious vocabulary			Spell many common exception words from the Year 2 list correctly.
		Spell most words from the Year 3/4 list correctly	Spell most common exception words from the Year 2 list and some from the Year 3/4 list. Spell contracted words correctly. Add suffixes to spell most words correctly in their writing e.g. – ment – ness – full – less - ly
	Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary		
maintain legibility in joined handwriting when writing at speed.	Writing is joined and legible	Use diagonal and horizontal strokes to join letters	Form capital letters and digits of correct size, orientation and relationship to one another and to lower-case letters.
		Writing is joined and legible	Use diagonal and horizontal strokes needed to join letters
	Maintain legibility in joined handwriting when writing at speed		
Working at Greater Depth in Year 6			
write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)			
	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Make use of figurative language for effect		Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of writing

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		Make use of figurative language for effect	
distinguish between the language of speech and writing and choose the appropriate register	Use of punctuation for direct speech is accurate, including commas	Use of punctuation for direct speech is accurate, including commas	
			Some use of punctuation for direct speech
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this		Spell contracted words correctly	
			Spell contracted words correctly
	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. using contracted forms in dialogue, passive use of verbs, using modal verbs to suggest degrees of possibility.	Select vocabulary more precisely, especially more sophisticated synonyms. Vary sentence starters considering the placement of subordinating clauses.	
use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.	Use of punctuation for direct speech mostly correctly Use of comma to mark clauses sometimes		
	Some use of fronted adverbials to add interest, followed by a comma Use of punctuation for direct speech is accurate, including commas Some correct use of commas for clauses and for some parentheses, including commas, brackets and dashes	Use of punctuation for direct speech is accurate, including commas	

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	Use the range of punctuation taught at Key Stage 2 mostly correctly		Some use of punctuation for direct speech
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Progression of Additional skills

Editing	Edit work on the run	Make simple additions, revisions and proof-reading corrections to their own writing.	
		Edit work on the run and make additions, corrections to their own writing.	Make simple additions, revisions and proof-reading corrections to their own writing.