



Marking Policy

Update: September 2026

Review: September 2027

Introduction

At St Paul's Church of England Primary School, we believe that effective assessment is an integral part of high-quality teaching and learning. Assessment should not simply measure what pupils know and can do; it should actively inform and improve learning. Our approach is rooted in the principles of Assessment for Learning, where feedback, reflection and responsive teaching enable pupils to understand their next steps and make continual progress.

Current research highlights the significant impact of feedback on pupil achievement. The Education Endowment Foundation (EEF) identifies feedback as one of the most effective strategies for improving learning outcomes, noting that high-quality feedback helps pupils understand what they have achieved, recognise misconceptions and identify how to improve further. Research also emphasises that verbal feedback can have an especially positive impact when it is timely, specific and acted upon by pupils.

This policy supports our vision of "Shaping Futures, Inspiring Curiosity." We believe that meaningful feedback develops confident, reflective and resilient learners who are motivated to improve and take ownership of their learning. By providing clear guidance, encouraging self-assessment and promoting high expectations, we help pupils flourish academically, socially and emotionally. In line with our Christian vision, inspired by St Paul (Acts 20:22–24), our assessment practices encourage every child to persevere, grow in confidence and achieve their full potential within a nurturing and inclusive community.

Aims

- Ensure assessment and feedback have a positive impact on pupil learning and progress.
- Provide clear, timely and purposeful feedback that helps pupils understand what they have achieved and what they need to do next.
- Promote pupil ownership of learning through self-assessment, reflection and response to feedback.
- Maintain high expectations of presentation, accuracy and the application of Firm Foundations across the curriculum.
- Support teachers in identifying misconceptions and adapting teaching to meet pupils' needs.



- Encourage a growth mindset by valuing effort, perseverance and continuous improvement.
- Ensure consistency in assessment and feedback practices across the school whilst allowing teachers to exercise professional judgement.
- Reduce unnecessary workload by focusing feedback on approaches that have the greatest impact on learning.
- Enable all pupils to flourish academically, socially and emotionally in line with the school's vision and values.

The importance of oral feedback

At St Paul's, we recognise that oral feedback is one of the most effective forms of feedback and often has the greatest impact on pupil learning. Oral feedback allows teachers to address misconceptions immediately, celebrate success, provide clarification and move learning forward in real time. It enables feedback to become part of the learning process rather than an activity that takes place after learning has ended.

Teachers are expected to use oral feedback regularly throughout lessons to support, challenge and extend pupils' thinking. This may take place during whole-class teaching, guided group work, individual discussions, conferencing and pupil self-reflection. Oral feedback can be used to reinforce key learning, improve understanding, develop metacognitive thinking and encourage pupils to articulate their ideas more clearly.

Research from the Education Endowment Foundation indicates that verbal feedback can have a particularly strong impact on pupil progress when it is specific, focused on the learning objective and provides clear guidance for improvement. As a result, oral feedback forms a central part of our assessment practice and is often prioritised over extensive written marking.

By embedding high-quality oral feedback within everyday classroom practice, we create responsive learning environments where pupils feel supported, challenged and empowered to achieve their very best. This approach reflects our commitment to Shaping Futures, Inspiring Curiosity by developing reflective learners who are confident, resilient and eager to improve.

The importance of Firm Foundations

At St Paul's C of E Primary School, we believe that secure Firm Foundations are essential for children to achieve success across the curriculum. Firm Foundations are the key non-negotiable skills that underpin all learning and include, for example, correct letter formation and handwriting, spelling, punctuation, grammar, number formation, and the accurate presentation of work.



Teachers will place a strong emphasis on Firm Foundations in all pieces of work, regardless of the subject being taught. These foundational skills will be routinely checked alongside the learning objective to ensure that children develop accuracy, independence and pride in their work.

Where a Firm Foundation has not been applied correctly, teachers will indicate this using a highlighter pen. This identifies an area for improvement and signals to the child that a correction is required. Children are expected to review the highlighted section and make the necessary correction as part of the learning process. This immediate feedback encourages children to take responsibility for their work, reinforces key skills and helps to prevent misconceptions from becoming embedded.

By consistently prioritising Firm Foundations across the curriculum, we aim to develop confident, resilient learners who can apply these essential skills automatically and accurately in all areas of their learning and reduce children's cognitive load.

Examples of Firm Foundations

In Appendix 1 are examples of the Firm Foundations for each year group. These will be used consistently across the school and will be stuck into pupils' books to act as a reference tool. They are designed to remind children of the key expectations for their learning and to encourage them to check their own work against these criteria.

Where a Firm Foundation has not been applied correctly, teachers will indicate this using a highlighter pen. The highlighted section identifies an area for improvement and signals to the child that a correction is required. Children are expected to review the highlighted section and make the necessary correction as part of the learning process.

This immediate feedback supports pupils in taking responsibility for their learning, reinforces key knowledge and skills, and helps to prevent misconceptions from becoming embedded. By responding promptly to feedback, children develop greater independence, accuracy and confidence in their work.

The examples attached to this policy are intended as a guide. Teachers may adapt and refine the Firm Foundations to meet the specific needs of their class, curriculum content and stages of learning, while maintaining the school's high expectations and consistent approach to feedback.



Marking in English, maths and foundation subjects

Using a learning objective, which is communicated to children at the start of lessons, teachers mark and give feedback against the identified Success Criteria and use this to focus attention on the key ideas. Teachers may also give feedback against other common errors that are specific to the ongoing learning needs of a child.

We believe it is vital that children have a planned opportunity to reflect on their learning and therefore it is expected that teachers are planning in opportunities to respond to feedback. All teacher marking is completed in green pen and children use a purple pen to mark, edit and improve their learning.

The teachers will always check through the children's work and use these codes:

S : This **S** stands for secure and it means the child really understood something and they are confident enough to show someone else how to do it!

NMP : This stands for **N**eeds **M**ore **P**ractice, which means that the child understand what to do but need a bit more practice to make sure they are confident.

The teacher will give you written target to help Secure this learning next time.

NS : This means that the child is really **N**ot **S**ure about something and need it explained again. The teacher will help you with this.

A : This means that the child worked with an **A**dult for this lesson. It may be the teacher or a teaching assistant.

VF : This means **V**erbal **F**eedback and that the child has been supported by the teacher and been given appropriate the appropriate scaffold.

Self-Assessment Against the Learning Objective

At St Paul's, pupils are encouraged to reflect on and evaluate their own learning by self-assessing against the Learning Objective at the end of each lesson or piece of work using a traffic light system. Pupils should select green (G) or a smiley face if they feel they have confidently achieved the Learning Objective independently and can demonstrate their understanding securely. Pupils should select amber (A) or straight face if they have achieved the Learning Objective but required some support, such as a scaffold, resource, prompt, or adult assistance. Pupils should select red (R) or confused face if they do not yet feel confident that they have achieved the Learning Objective and may require further teaching, guidance, or opportunities to practise. This self-assessment process promotes pupil



reflection, ownership of learning, and helps teachers identify where additional support or challenge may be needed.

Editing Symbols in Writing

When children complete an Imitate or Innovate piece of writing, teachers will use the editing symbols below to identify areas where improvements can be made. These symbols are intended to guide children through the editing process and help them become increasingly independent writers.

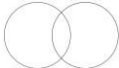
Teachers will use the symbols to indicate specific aspects of writing that require attention, such as punctuation, spelling, grammar, vocabulary or sentence structure. Children are expected to review the indicated sections and make appropriate amendments to improve the quality and accuracy of their work.

To ensure that feedback remains focused and manageable, teachers will identify no more than five examples within any one piece of writing. This approach allows children to concentrate on a small number of key improvements rather than becoming overwhelmed by excessive corrections. It also encourages pupils to apply the identified learning points throughout their writing and in future pieces of work.

The purpose of these editing symbols is to develop pupils' proofreading and editing skills, promote self-reflection, and foster greater ownership of the writing process. Over time, children will become more confident in identifying and correcting errors independently, leading to greater accuracy and improved outcomes in writing.

Symbol in the margin	What this means
	Missing full stop in this line.
	Missing comma in this line.



Sp (or the word may be circled, depending on the child/word)	Spelling mistake in this line. <i>Or the teacher may write the word in the margin.</i>
	Join with a conjunction.
T	Change the tense
//	A new paragraph is needed
^	A word is missing

Assessment of Innovate Writing

Each Innovate piece of writing will be assessed against the Good Shepherd Trust Writing Assessment Grids. These grids provide a consistent framework for evaluating pupils' writing and enable teachers to accurately identify strengths, areas for development and next steps in learning. These are in Appendix 2.

The assessment information gathered from Innovate pieces is used to monitor and track individual pupil progress over time, as well as to inform teacher judgements about attainment. This ensures that assessment is based on independent application of the skills and knowledge taught throughout the writing sequence.

Regular assessment against the Good Shepherd Trust Writing Assessment Grids allows teachers to identify emerging gaps in learning, plan targeted support where required, and provide appropriate challenge for pupils who are working at greater depth. It also supports consistency in assessment across the school and enables leaders to monitor writing standards and progress effectively.

While teachers will use their professional judgement when assessing pupils' work, the Good Shepherd Trust Writing Assessment Grids provide the common criteria through which attainment and progress in writing are measured and recorded.

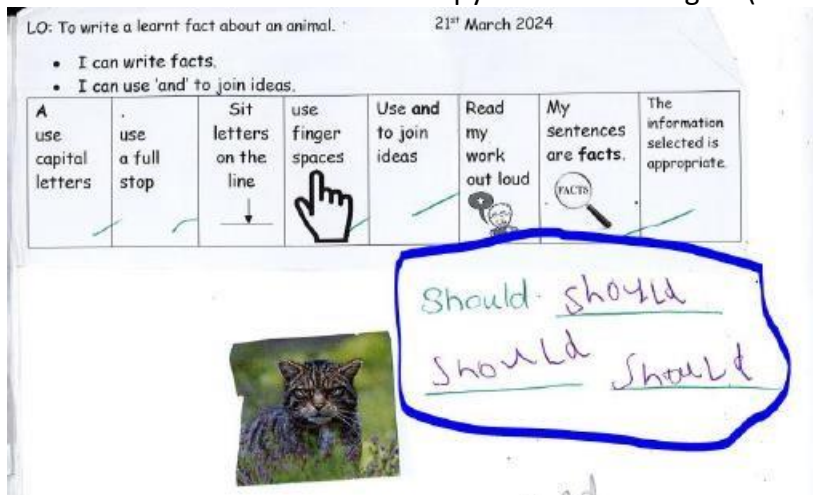


Spellings

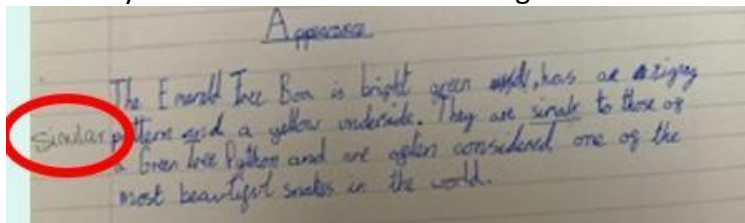
Incorrect spellings are written out in the child's book by the teacher.

A maximum of **3 words** should be corrected in any single piece of learning.

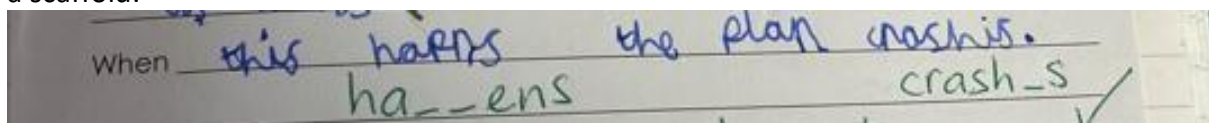
In KS1 the child will be asked to copy out the word again (a minimum of three times).



In KS2 they should be written in the margin on the line where the incorrect spelling is.



To scaffold the learning, the teacher may ask children to complete the missing letters using a scaffold:



In KS2 the children will copy the word from their learning into their Spelling Book.

In KS2 children are asked to copy out the word 5 times a day to help them remember it. We call this our '5 A Day Spelling' practice.

There is a helpful PPT in here for OTTER time that teachers can use as a reminder.

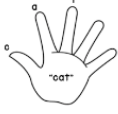
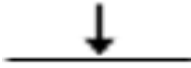
C > Shared (S:) > Staffroom > SUBJECTS inc SUBJECT LEADERS > English > Reading > OTTER			
Name	Date modified	Type	Size
 After lunch MASTER	19/03/2025 10:32	Microsoft PowerP...	961 KB



Appendix 1

Examples of Firm Foundations for each year group

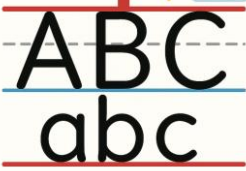
Year R

Say my sentence  aloud	Use segmenting  fingers	Write letter shapes 	Use finger spaces 	Letters on the line 
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Year 1

Use capital letters 	Use a full stop 	Sit letters on the line 	Use finger spaces 	Letters start in the right place. 
--	--	--	---	--

Year 2

Use capital letters 	Use a full stop 	Sit letters on the line 	Make sure numbers face the right way 2 3 4 5 6 7 8 9	Letters are the correct size. 
--	--	--	--	--



Year 3

A . use capital letters and full stops correctly	use and spell to, too, two, our, are, where, were	Make sure your letters are the right size	To use because, when or if (at least one)	Read your writing to make sure it makes sense
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Year 4

A	☐ . ! ?	☐ 	☐ Check these spellings:	☐ 	☐
Use capital letters for start of sentences and names.	Finish the sentence with a full stop, exclamation mark or question mark.	Join letters with correct size and position.	there / their / they're where / were which with	Read work back with magic finger.	

Year 5

Capital letters and full stops used for every sentence.	Capital letters used on proper nouns.	Comma used after a fronted adverbial. (Suddenly, he moved.)	Handwriting is joined, correctly sized and legible.	Which, where, with, their, there, they're are spelt correctly.
P T	P T	P T	P T	P T



Year 6

Neat handwriting g - cursive 	Use correct basic punctuation n . , ! ? A	Spelling s Went Where Were Because There Their They^are	Use correct tenses (i.e. past, present) 	Relative clause with correct punctuation (i.e. who / which) 	Basic speech punctuatio n 
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Appendix 2

Good Shepherd Trust Writing grids

GST WRITING ASSESSMENTS – YEAR 1 WORKING AT THE EXPECTED STANDARD <i>After discussions with the teacher -</i>						
COMPOSITION						
Show some control over words/ events through composing sentences orally before writing.						
Use simple sentence structures.						
Write sentences in sequence to form short narratives.						
PUNCTUATION AND GRAMMAR						
Demarcate <u>some</u> sentences with capital letters and full stops.						
Begin to punctuate a sentence with question marks and exclamation marks.						
Use capital letters for some proper nouns <i>e.g. people, places, days of the week, personal pronoun 'I'.</i>						
Use 'and' to link ideas and join sentences. <i>e.g. He likes eating crisps and chocolate. She loves reading and she owns many books.</i>						
SPELLING						
Spell <u>many</u> of the Y1 common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our						
Spell <u>many</u> words containing previously taught phonemes and GPCs accurately and make phonetically plausible attempts at others.						
Add –s or –es to create plurals <i>e.g. girls, dogs, jumps, wishes, catches</i>						
Use the prefix un- <i>e.g. unhappy, ungrateful</i>						
Add suffixes: -ing, -er, -ed, -est when there is no change to spelling of root word.						
Spell some simple compound words <i>e.g. bedroom, football.</i>						
Spell days of the week.						
HANDWRITING						
Write lower case letters in the correct direction, starting and finishing in the correct place.						
Begin to form lower-case letters of the correct size relative to one another.						
Begin to form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters						
Use consistent spacing between words.						
Form digits 0-9 accurately.						
GREATER DEPTH						



Pupils must meet all of the above statements in addition to the following:

Show some awareness of purpose with ideas and content generally relevant to the task <i>e.g. informative points in a report; memories in a recount; sequence of events in a story.</i>						
More consistent use of capital letters and full stops, and question marks and exclamation marks where relevant.						
Use a greater range of simple conjunctions to connect clauses (<i>e.g. but, so</i>).						
Begin to use more ambitious vocabulary to describe and add interest (<i>adjectives and adverbs</i> .)						
Spell <u>most</u> of the Y1 common exception words correctly.						
Spell <u>most</u> words containing previously taught phonemes and GPCs accurately.						
Re-read writing to check it makes sense and begin to make edits.						
Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency of size and orientation.						

GST WRITING ASSESSMENTS – YEAR 2 WORKING TOWARDS THE EXPECTED STANDARD

After discussions with the teacher -



COMPOSITION

Write sentences that are sequenced to form short narratives (real or fictional).

PUNCTUATION AND GRAMMAR

Demarcate some sentences with capital letters and full stops.

SPELLING

Spell some of the Y2 common exception words.

Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.

HANDWRITING

Form lower case letters in the correct direction, starting and finishing in the right place.

Form lower case letters of the correct size relative to one another in some of their writing.

Use spacing between words.

WORKING AT THE EXPECTED STANDARD

After discussions with the teacher -

COMPOSITION

Write simple, coherent narratives about personal experiences and those of others (real or fictional).

Write about real events, recording these simply and clearly.

Write for a range of purposes.

Re-read writing to check it makes sense and begin to make simple edits.

PUNCTUATION AND GRAMMAR

Demarcate <u>most</u> sentences in their writing with capital letters and full stops, and use question marks correctly when required.						
Use present and past tense mostly correctly and consistently.						
Use co-ordination (<i>such as or/and/but</i>) to join clauses.						
Use <u>some</u> subordination (<i>such as when/if/that/because</i>) to join clauses.						
Some sentences punctuated with exclamation marks.						
Begin to use more ambitious vocabulary to describe and add interest (<i>adjectives and simple adverbs.</i>)						

SPELLING

Spell <u>many</u> of the Y2 common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas .						
Segment spoken words into phonemes and represent these by graphemes, spelling <u>many</u> of these words correctly and making phonically plausible attempts at others.						
Recognise and spell some common homophones (<i>e.g. here/hear; to/ too/ two; see/sea; bee/be</i>)						
Accurate spelling of the days of the week and months of the year (including use of capital letters).						

HANDWRITING

Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.						
Use spacing between words that reflects the size of the letters.						

GREATER DEPTH

Pupils must meet all of the above statements in addition to the following:

COMPOSITION

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing						
Make simple additions, revisions and proof-reading corrections to their own writing.						
Show some consistency with the use of first and third person.						
Begin to organise related ideas into paragraphs.						
Use a range of sentence types effectively (<i>statements, commands, questions and exclamations.</i>)						

PUNCTUATION AND GRAMMAR

Use the punctuation taught at KS1 mostly correctly (including commas in a list and apostrophes to mark singular possession in nouns and contractions.) CL, ? ! , ' .					
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SPELLING

Spell <u>most</u> common exception words.						
Add suffixes to spell most words correctly in their writing – for example: –ment, –ness, –ful, –less, –ly.						

HANDWRITING



Use the diagonal and horizontal strokes needed to join some letters.						
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GST WRITING ASSESSMENTS – YEAR 3

WORKING AT THE EXPECTED STANDARD

After discussions with the teacher -



COMPOSITION

Write for a range of purposes, demonstrating an increasing understanding of purpose and audience.						
In narratives create settings, character and plot.						
In non-narrative use simple organisational devices <i>e.g. headings, sub-headings, numbered steps.</i>						
Begin to organise related ideas into paragraphs.						
Proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.						
Use more ambitious, carefully chosen vocabulary to describe and add interest (<i>adjectives, expanded noun phrases, powerful verbs and adverbs/adverbials.</i>)						

PUNCTUATION AND GRAMMAR

Continue to use capital letters and full stops to accurately demarcate sentences.						
Continue to use question marks and exclamation marks to demarcate sentences where needed.						
Use apostrophes for singular possession in nouns and contractions.						
<u>Some</u> use of inverted commas to punctuate direct speech.						
Express time, place and cause using conjunctions or adverbs or prepositions .						
To use 'a' or 'an' correctly most of the time.						
Use tenses correctly and consistently (including present perfect tense).						

SPELLING

Spell <u>some</u> words from the Y3/4 spelling list: accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women						
Spell <u>many</u> words with prefixes correctly, <i>e.g. superstar, anticlockwise, autograph</i>).						
Spell <u>many</u> words with suffixes correctly, <i>e.g. usually, poisonous, adoration</i> .						

HANDWRITING

Handwriting is fluent and legible (<i>e.g. using the diagonal and horizontal strokes that have been taught to join letters.</i>)						
Letters and words are usually appropriate in size and position.						



Understands capitals and lower case letters are not joined.						
GREATER DEPTH <i>Pupils must meet all of the above statements in addition to the following:</i>						
Make deliberate ambitious word choices to add detail, effect and to engage the reader relevant to the text type.						
Uses elements of an increasing range of genre language appropriately.						
Begin to use fronted adverbials, using a comma to punctuate some of the time.						
Within paragraphs/sections, some links between sentences (<i>e.g. use of pronouns or adverbials.</i>)						
Spell <u>many</u> words from the Y3/4 spelling list.						
Spell <u>most</u> words with taught prefixes and suffixes correctly.						
Handwriting is neat and mostly joined with increasing accuracy and speed.						

GST WRITING ASSESSMENTS – YEAR 4 WORKING AT THE EXPECTED STANDARD <i>After discussions with the teacher -</i>						
COMPOSITION						
Write a range of narratives and non-fiction pieces using a consistent and appropriate structure.						
Write narratives with a clear beginning, middle and end with a coherent plot.						
Create more detailed settings, characters and plot in narratives to engage the reader.						
Consistently organise writing into paragraphs around a theme.						
Evidence of editing by proposing changes to grammar and vocabulary to improve consistency.						
Evidence of proof reading for spelling and punctuation errors.						
PUNCTUATION AND GRAMMAR						
Capital letters and full stops used accurately to demarcate sentences.						
Exclamation marks and question marks used accurately and appropriately.						
Use expanded noun phrases regularly with the addition of modifying adjectives and prepositional phrases, <i>e.g. the strict teacher with curly hair.</i>						
Use fronted adverbials, usually demarcated with commas.						
Punctuate direct speech accurately (<i>inverted commas; comma after reporting clause; end punctuation within inverted commas.</i>)						
Use apostrophe to mark plural possession <i>e.g. the girl's name/ the girls' names</i>						
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.						
SPELLING						
Spell <u>most</u> words from the Y3/4 spelling list: accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute						



natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women						
Spell <u>most</u> words with prefixes correctly, <i>e.g. superstar, anticlockwise, autograph</i>).						
Spell <u>most</u> words with suffixes correctly, <i>e.g. usually, poisonous, adoration</i> .						
Spell homophones correctly.						
HANDWRITING						
Handwriting is mostly joined, fluent and legible.						
GREATER DEPTH <i>Pupils must meet all of the above statements in addition to the following:</i>						
Write a range of narratives that are well-structured and well-paced, including details that engage the reader and add atmosphere.						
Write a range of non-fiction texts that are well-structured with appropriate punctuation and layout devices.						
Extend the range of sentences with more than one clause by using a wider range of subordinating conjunctions (<i>e.g. when, if, because, although, after, even though</i>).						
Build cohesion within and across paragraphs.						
Always maintain an accurate tense throughout the piece of writing.						
Punctuate direct speech accurately, including a new line for a new speaker.						
Apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 within written work.						

GST WRITING ASSESSMENTS – YEAR 5

WORKING AT THE EXPECTED STANDARD



COMPOSITION

Write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose with increasing confidence.						
Describe settings, characters and atmosphere using a range of descriptive techniques <i>e.g. expanded noun phrases, similes/metaphors, personification and onomatopoeia</i> .						
Begin to use dialogue to convey a character and advance the action.						
Use paragraphs consistently and appropriately (<i>begins a new paragraph at an appropriate point for changes in settings, character, action, subject, for a new speaker.</i>)						
Evidence of linking ideas within and across paragraphs using adverbials of time , (<i>e.g. later</i>), place (<i>e.g. nearby</i>) and number (<i>e.g. secondly</i>) or tense choices (<i>e.g. he had seen her before ...</i>)						

PUNCTUATION AND GRAMMAR

Mostly correct use of capital letters, full stops, exclamation marks to demarcate sentences (<i>with only the occasional error.</i>)						
Use commas to clarify meaning or to avoid ambiguity with increasing accuracy.						
Use adverbs and modal verbs to indicate degrees of possibility, <i>e.g. surely, perhaps, should, might, must</i>						
Use relative clauses beginning with a relative pronoun (<i>who, which, where, when, whose, that</i>).						



To use brackets, dashes or commas to begin to indicate parenthesis.						
Use tenses correctly and consistently.						
Punctuate direct speech accurately, including a new line for a new speaker.						
SPELLING						
Spell <u>some</u> words from the Y5/6 spelling list:						
accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht						
Spell <u>most</u> words from the Y3/4 spelling list.						
Continue to distinguish between homophones and other words that are often confused (e.g. <i>aisle/isle, license/licence, practice/practise</i>)						
Spell many verb prefixes correctly, e.g. <i>deactivate, overturn, misconduct</i> .						
Use dictionaries to check the spelling and meaning of words.						
HANDWRITING						
Write legibly, fluently and with increasing speed, joining letters.						
Ensure that where apostrophe is used for omission letters either side are not joined.						
GREATER DEPTH						
<i>Pupils must meet all of the above statements in addition to the following:</i>						
Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.						
Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.						
Use dialogue to convey a character and advance the action with increasing confidence.						
Begin to distinguish between the language of speech and dialogue from written form, choosing the appropriate formal or informal register for the task.						
Spell <u>many</u> words from the Y5/6 spelling list.						
Begin to use a greater range of punctuation taught at KS2 (e.g. :, ;, ...)						
Proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.						

GST WRITING ASSESSMENTS – YEAR 6

WORKING TOWARDS THE EXPECTED STANDARD

**COMPOSITION**

Write for a range of purposes.						
Use paragraphs to organise ideas.						
In narratives, describe settings and characters.						



Spell correctly <u>most</u> words from the year 5 / year 6 spelling list: accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht						
Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.						
HANDWRITING						
Maintain legibility in joined handwriting when writing at speed.						
<u>GREATER DEPTH</u> <i>Pupils must meet all of the above statements in addition to the following:</i>						
COMPOSITION						
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).						
Distinguish between the language of speech and writing and choose the appropriate register.						
PUNCTUATION AND GRAMMAR						
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.						
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 the passive voice to affect the impact and effect of information in a sentence (e.g. I broke the window in the greenhouse VS The window in the greenhouse was broken.)						