**AAESS – Writing Levels – National Curriculum Expectations**

**Step 1:**

**National Curriculum 1C**

Write my own name

Produce some simple words or phrases to convey meaning

My work can be read by an adult without my help (must be more than 1 simple statement)

Tell you what my writing is for

Use some basic phrases to open and end a story orally

Use simple words and phrases to communicate meaning (often uses simple oral language patterns)

Write my own name with correct upper and lower case letters

Begin to make phonetic attempts at words

Spell my name and use capital letters in the right place

Write a few of the simple, common YR words (mum, but, and)

Form most letters correctly

Use finger spaces between words/clusters of letters

**Step 2:**

**National Curriculum 1B**

Begin to produce my own ideas for writing

Show some control over word order producing logical statements (may be repetitive – I like… I can…)

Choice of words related to the topic

Sometimes use words to describe (colour, size, simple emotion)

Begin to show some awareness of purpose (e.g. basic story, label, message)

Start and end a story using story language

Begin to write down my ideas in an appropriate order (e.g. in time sequence)

Sometimes use ‘and’ to connect my ideas

Begin to write in a series of sentence-like structures (may be repetitive)

Statements are mostly grammatically accurate (He was.. We were.. The dog is..)

Begin to use full stops in my writing

Have a go at spelling unknown words phonetically

Form all my letters correctly

Have some control over the size of my letters

**Step 3:**

**National Curriculum 1A**

Produce my own ideas for writing

Words are chosen because they relate to the topic

Use some describing words

Write simple texts such as lists, stories, explanations

Writing is beginning to show a clear beginning and ending

Write my ideas in the correct order (non-narrative genres)

Begin to make connections between ideas and events (repeated nouns/pronouns relate to main idea)

Use and to join ideas (may be repetitive)

Begin to write simple sentences

Sometimes use a capital letter and a full stop in my writing

Spell most of the common YR words

Most of my CVC words are correct

Have a go at more tricky words using phonic strategies

Form all my letters clearly

Use finger spaces correctly

Sometimes use capital letters correctly

**Step 4:**

**National Curriculum 2C**

Write a series of simple sentences with meaning

Choose words that relate to the topic

Develop some of my ideas

Writing may sound like spoken language rather than written language

Writing shows I am beginning to have some awareness of the purpose of the task

Include some of the main features of the genre type

Begin to use some time words to sequence my writing

Writing has a beginning and ending (although this may be abrupt)

Show connections between ideas and events (repeated nouns/pronouns relate to main idea)

Use any connective (may only be and) to join two simple sentences

Begin to show that I can think of different ways to start a sentence (not always using name or pronoun)

Begin to use full stops and capital letters in the correct place

Write clauses which are grammatically correct (most of the time)

Use simple phonic strategies to spell words (CVC words accurate, other words mostly correct)

Spell all of the YR words and am beginning to spell some of the Y1 words

Control ascenders and descenders

Do not normally mix upper and lower case letters in a sentence

**Step 5:**

**National Curriculum 2B**

Communicate ideas and meaning confidently in a series of sentences (sometimes repetitive but mainly flows)

Write at length (at least half a page of A4)

Provide enough information to interest the reader (beginning to provide information and description beyond a list)

Words I choose are well chosen and match the topic

Begin to use some interesting and ambitious words (words not usual for age)

Match organization to purpose

Show that I have some awareness of structures of different genres, organizational devices and the importance of the reader

Use time related words to sequence my ideas

Writing usually has a clear opening and ending

Showing some awareness of linking ideas using strategies to create flow (next, then, also)

Vary the structure of my sentences to interest the reader (sometimes using question marks and speech marks)

Begin to use different openers (time words and linking words, e.g. also)

Use connectives other than and to join sentences

Show some awareness of past and present tenses

Sentences are usually demarcated with a full stop and capital letter (more than 50% of the time)

Begin to use question marks (?) but may not be accurate

Sentences are usually grammatically correct

Spell common monosyllabic words accurately

Spell most of the Y1 words and some of the Y2 words

Do not mix upper and lower case letters in sentences

Letters are usually the correct shape but may be inconsistent in orientation

**Step 6:**

**National Curriculum 2A**

Communicate ideas and meaning confidently in a series of sentences

Writing shows some evidence of a viewpoint

Write at least 1 side of A4 or more

Make my writing lively and interesting

Use adjectives and descriptive phrases for detail

Use some interesting and ambitious words (words not usual for age)

Attempt to adopt the appropriate style for the purpose

Use features of the given genre (not always accurate)

Use a range of time related words and phrases to sequence my writing

Use headings to organize my non-fiction writing

Group some of my writing or ideas by content (paragraph-like structures)

Link ideas using strategies to create flow (another thing, also, then)

Experiment with a range of sentence openers (First, Then, Next, After that, Also, Soon, Another thing)

Use connectives to link sentences (and, but, so, then, because)

Use of past and present tenses are generally correct

Sentences are almost always punctuated correctly (capitals and full stops)

Using ‘and’ but not always accurately

Usually spell simple words that are linked to the topic

Correctly spell words containing different spellings for phonemes

**Step 7:**

**National Curriculum 3C**

Produce work which is imaginative and clear

Elaborate on information about events, characters (e.g. nouns expanded by adjectives)

Adopt a viewpoint (although I may not maintain it)

Use interesting and varied words

Begin to choose some words because I know they have an effect on the reader

Adapt my writing for audience and purpose at a general level (e.g. provide enough information about characters and settings, make a series of points)

Use the main features of the selected genre (with some accuracy)

Produce work that is organized and shows a simple opening and ending

Begin to make some attempt to place related points next to each other

Develop and extend ideas logically in structured sentences (may be over detailed or brief)

Use strategies to create flow

Begin to understand what a paragraph is and I show evidence of this in my writing (e.g. one sentence paragraphs, ideas loosely grouped)

Use sentence openers and connective from L2A confidently

Begin to vary my verbs and tenses

Sentences are mostly grammatically correct (nouns and verbs agree)

Sentences show that I can use capital letters, full stops and question marks accurately

Begin to use ! “ “ and , with some accuracy

**Step 8:**

**National Curriculum 3B**

Produce imaginative writing which is interesting to read

Show evidence of attention to the reader (e.g. elaboration, detail, adjectives etc.)

Use ambitious word choices (picking up on ambition from L2)

Begin to develop ideas, characters and describe settings, feelings and emotions

Structure and organize my writing clearly with a clear beginning, middle and end

Ideas are loosely organized into sections of related text

Sections/paragraphs I am using strategies to link ideas (also,quickly, another thing)

My movement between paragraphs or sections of related text is abrupt

Extend sentences using a wider range of connectives (when, because, if, while, after, also, as well)

Use a range of sentence openers

Vary verb forms and tenses

Sentences are grammatically correct

Use punctuation accurately (full stops, capital letters, question marks and exclamation marks)

Experiment with a wider range of punctuation ( , “ “ ! ‘ ) but it may not always be accurate

Spell all of the KS1 words

Spell words with more than one sound including familiar compound words

Use apostrophes accurately to spell shortened words

**Step 9:**

**National Curriculum 3A**

Create interest or humor through detail

Develop ideas, characters and describe settings, feelings and emotions

Use adjectives and adverbs for description

Vocabulary choices are relevant and support the purpose

Writing is developing a sense of pace

Choose some words for effect or occasion

Sequence material and information in a logical style

Ideas are organized together

Use generalizing words for style (sometimes, never, always, after)

Link ideas and relate events including past, present and future sensibly (afterwards, eventually, before)

Vary the way I open my sentences and am beginning to use subordination (When I saw… While I was…As it was snowing…)

Use a wider range of connectives to join sentences (also, then, because, if, while, as well, so, but)

Experiment with a wider range of punctuation ( , “ “ ! ‘ ) with increasing accuracy

Spell phonetically regular or familiar common polysyllabic words accurately

Spell pronouns correctly

**Step 10:**

**National Curriculum 4C**

Write in a lively, coherent style

Viewpoints are consistent and I am beginning to maintain it throughout

Use a range of styles confidently and individually

Use interesting language to sustain and develop ideas

Begin to use adverbial and expanded noun phrases

Use precise vocabulary that links to the topic and engages the reader

Organize ideas appropriately for purpose and reader and write in a range of styles confidently and independently

Ideas and events are logically sequenced

Writing includes a clear introduction and conclusion with ordered points between

Ideas are organized by clustering points or using time sequences

Sections/paragraphs often begin with a main topic sentence but ideas are beginning to be developed

Use a limited range of connectives to link paragraphs

Begin to vary the length, structure and subject of my sentences

Use subordinating connectives (e.g. when, if, because)

Verb choices are varied

Use full stops, capital letters, question marks, exclamation marks, commas (in lists) accurately throughout my writing

Begin to use ‘ and “ “ accurately

Spell common regular verbs correctly when adding ing/ed

Understand and use the spelling rules for making regular words plural

**Step 11:**

**National Curriculum 4B**

Produce thoughtful and considered writing (using simple explanation, opinion, justification and deduction)

Develop ideas using adverbial and expanded phrases, before and after nouns

Language choices support the purpose and are interesting and varied

Begin to use figurative language including similes, metaphors and personification

Overall organization is supported by paragraphs (mostly accurate use of paragraphs)

Main ideas within the paragraph are developed

Make attempts to link paragraphs (e.g. Firstly, Also, Next – not always maintained)

Begin to use grammatically complex structures, adverbial phrases and subordinating clauses (I felt better when… The man, who lived on the hill… because it would make the school…) to vary sentences

Use more sophisticated sentence openers (e.g. although, however, nevertheless)

Use a range of ‘ly’ words to open sentences

Nouns, pronouns and tenses are accurately used

Most sentences are demarcated accurately using punctuation at L4C (. ? , … ! ‘ “ “ )

Begin to use commas to mark phrases or clauses

Spell unfamiliar regular polysyllabic words accurately

Add suffixes (ing, ed, est, er, ly, etc) to words ending in ‘e’ or ‘y’

**Step 12:**

**National Curriculum 4A**

Use stylistic features to engage the reader (e.g. vivid description, emotive language, development of phrases)

Maintain a clear and consistent viewpoint

Use interesting strategies to move a story forward (characterization, dialogue)

Advise assertively in factual writing

Use figurative language (not always accurately)

Writing shows clear purpose and awareness of the reader

Main features of the genre are clearly evident and appropriate to purpose

Structure of my writing is made clear through the use of paragraphs

Develop the main ideas within paragraphs in interesting and creative ways

Begin to link paragraphs consistently

Use phrases and clauses to add detail

Use connectives to give emphasis (e.g. if, so as to, despite)

Use subordinating clauses mostly accurately

Choice of tense is consistent and appropriate

Use openers in opposition to opening sentence (e.g. Even though, Having, Although)

Almost all sentences are correctly demarcated with punctuation at L4

Use commas to mark phrases mostly accurately

Begin to use ( ) - ; and :

Spell irregular verb tenses accurately

Spell words with common endings (tion, ious, ough, ible, able, sion, etc) mainly accurately

**Step 13:**

**National Curriculum 5C**

Produce writing that is varied, interesting and thoughtful

Develop ideas and description through the use of a range of stylistic devices (see 4A)

Viewpoint is consistent and controlled and I can use the viewpoint of others to support my opinion

Select from a wide range of ambitious and imaginative vocabulary and use this precisely

Ideas and content are well chosen

Main purpose of my writing is clear

Style chosen is appropriate to maintain the reader’s interest

Use different techniques to introduce and conclude work appropriately (opinion, summary, justification, comments, questions)

Work is clearly structured and organized using paragraphs

Paragraphs are developed with relevant detail

Main ideas within my paragraphs are linked

Use simple and complex sentences (variety in length)

Add phrases and clauses that build on the main detail and information

Begin to choose from a wide range of openers and connectives

Almost all my sentences are accurately demarcated with a range of punctuation (including ( ) – ; : )

Apply with confidence the common spelling rules

Spell high frequency and context words accurately

**Step 14:**

**National Curriculum 5B**

Stylistic choices maintain interest (appealing vocabulary, variety of expression, detail, description)

Show a clear, established and consistent viewpoint supported with clear reasoning

Language choices clearly support the purpose and the content covered is relevant

Writing shows that my readership has begun to inform my choices (points which are of most interest to reader included)

Development of my ideas shows a clear understanding of the purpose of the text and supports this

Ending echoes my beginning and I am beginning to refer backwards and forwards within the text paragraphs are linked to support purpose (clear chronological or logical links between paragraphs)

Use complex sentence structures appropriately

Use a wider range of openers and connectives (meanwhile, on the other hand, consequently, unfortunately, etc.)

Begin to use phrases which add to shades of meaning (completely, almost, would, certainly)

Use a range of punctuation accurately and mostly consistently to clarify structure and create effect

Spell a wide range of prefixes and suffixes accurately

Spell almost all inflected words (an inflection is a change to the ending of a word, e.g. verb tenses, plurals, comparative adjectives)

Spelling is mostly accurate throughout

**Step 15:**

**National Curriculum 5A**

Use a range of narrative elements with confidence (action, dialogue, description)

Use a variety of strategies and techniques confidently and appropriately to engage the reader (e.g. asides, comments, observation, suspense, tension)

Use literary features accurately to create effect (alliteration, figurative and emotive language, persuasive language, precise detail)

Writing includes thorough coverage of all points and is well balanced

Viewpoint is strong, well-controlled and convincing

Readership clearly informs my choices in writing and I take into account what will be of most interest to the reader

Main features of the chosen genre are clearly evident and accurately developed

Sequence of my sections contribute to the overall effectiveness and coherence of the text

Paragraphs and sections vary in length and structure

Links between and within my paragraphs are maintained consistently

Vary sentence length, word order, structure and subject confidently to sustain interest and provide detail and clarity

Use a wide range of sophisticated openers and connective (including ly and ing openers)

Confidently use additional words and phrases to contribute to meaning

Use a range of punctuation with very little omission

Use punctuation to show division between clauses, to vary pace, to create effect/atmosphere etc.

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| Step15  5A |
| Step 14  5B |
| Step 13  5C |
| Step 12  4A |
| Step 11  4B |
| Step 10  4C |
| Step 9  3A |
| Step 8  3B |
| Step 7  3C |
| Step 6  2A |
| Step 5  2B |
| Step 4  2C |
| Step 3  1A |
| Step 2  1B |
| Step 1  1C |

Expected Level at the end of Year 6

Expected Level at the end of Year 5

Expected Level at the end of Year 4

Expected Level at the end of Year 3

Expected Level at the end of Year 2

Expected Level at the end of Year 1