

TRACKED TAF INCLUDING WTS, EXS, GDS

	FS2 (Y1 Ready)	Y1 (Y2 Ready)	Y2 (Y3 Ready)	Y3 (Y4 Ready)	Y4 (Y5 Ready)	Y5 (Y6 Ready)	Y6	
Composition and Effect	The pupil, with the support of the teacher, writes words, phrases and short sentences that convey meaning (the teacher may help the pupil to build sentences through questioning).	After discussion with the teacher, write simple sentences which can be read by self and others.	After discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)	The pupil can, after discussion with the teacher or through scaffolding, write sentences that are linked thematically, with meaning and purpose.	After discussion with the teacher, the pupil can write for different purposes.	. The pupil can write for a range of purposes with appropriate use of scaffolds.	The pupil can write for a range of purposes.	
	After discussion with the teacher, write simple sentences which can be read by self and others.	After discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional).	After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others	After discussion with the teacher, the pupil can write for different purposes.	The pupil can write effectively for a range of purposes.	The pupil can write effectively for a range of purposes and audiences.	The pupil can write for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and personal writing.)	
		After discussion with the teacher, write sentences about real events.	Write about real events, recording these simply and clearly.					
	Have been introduced to and can talk about the purpose of different text types, with an adult.	Through discussion with the teacher, recognise that writing has many purposes and begin to identify what these are.	After discussion with the teacher, write sentences that reflect some of these different purposes.	After discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.	The pupil can write effectively and coherently for a range of purposes, drawing on their reading to inform the vocabulary and grammar of their writing	The pupil can write effectively for a range of purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing.	The pupil can write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and personal writing.)	The pupil can 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)
					The pupil can recognise and talk about the audience of a particular text, drawing on some of its language features/vocabulary to inform thinking.			
					Some features of writing are appropriate to the selected task.	Features of writing mainly appropriate to the selected task	Features of text type or genre are appropriate for task e.g. layout, verb form and formality	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
					Features of writing mainly appropriate to the selected task	Features of text type or genre are appropriate for task e.g. layout, verb form and formality.	Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
					In discussion with teacher, show an awareness of audience and purpose through formal/ informal language choices.	Distinguish between the language of speech and writing.	Distinguish between the language of speech and writing and sometimes choose the appropriate register.	Distinguish between the language of speech and writing and choose the appropriate register.
						Language choices demonstrate some awareness of audience in terms of formality and/or informality.	Writing shows some awareness of levels of formality although this may not be well managed.	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
					In narratives, describe settings and characters	In narratives, describe settings and characters	In narratives, describe settings, characters and atmosphere	In narratives, describe settings and characters.
								In narratives, describe settings, characters and atmosphere
					Simple adjectives used appropriately to describe.	Some use of expanded noun phrases to describe, adding relevant and meaningful detail.	Some use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision	
					Some use of expanded noun phrases to describe, adding relevant and meaningful detail			
				Some evidence of adjectives being used for precision, clarity and impact.	Use expanded noun phrases, adverbs and adjectives for precision, clarity and impact.	Some use of dialogue to convey character	Integrate dialogue in narratives to convey character and advance the action.	
				Some evidence of use of speech in narratives.	In narratives, some appropriate use of speech to convey character.			Integrate dialogue in narratives to convey character and/or advance action
				In narratives, some appropriate use of speech to convey character.	Some use of dialogue to convey character			

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Organisation of text, paragraphs and cohesion				Some attempt to organise and group related ideas together	Simple text structure with an attempt to organise related ideas into paragraphs.	Use paragraphs to organise ideas around a theme.	Use paragraphs to organise ideas
				Use paragraphs to organise ideas. Headings and sub-headings aid presentation where appropriate.	Headings and sub-headings aid presentation where appropriate.	Headings and sub-headings aid presentation where appropriate.	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. heading, sub-headings, bullet points)
				Some use of simple adverbials and pronouns to link sentences, sections or paragraphs.	Some use of simple adverbials and pronouns to link sentences, sections or paragraphs.	Use of fronted adverbials and pronoun referencing to link within and between paragraphs	Use a range of devices to build cohesion. Examples include: <ul style="list-style-type: none"> Conjunctions Adverbials of time Adverbials of place Pronouns Synonyms
					Use of fronted adverbials and pronoun referencing to link within and between paragraphs	Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs	
Sentence Structure, Clauses and Conjunctions	Write simple sentences independently.	Use co-ordinating conjunction 'and' to join some main clauses.	Use co-ordinating conjunction 'and' to join some main clauses.	Variation of sentence structure through use of sentences with more than one clause	Variation of sentence structure through use of sentences with more than one clause	Variation of sentence structure through a range of openings (Fronted adverbials, subject reference and speech)	
						Use of complex structures including the use of relative clauses. Sentence structures are varied throughout text.	
			Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses	Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses	Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if)	Using a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause.	
				Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when,)	Using a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause.	Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause	
Tense and Verb Forms	Some correct use of present and past tense in speech.	Use present and past tense mainly correctly and consistently in speech.	Use present and past tense mainly correctly and consistently	Use present and past tense mostly correctly and consistently.	Tense choice mostly consistent and grammatically accurate including use of present perfect tense where appropriate.	Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)	Use verb tenses consistently and correctly throughout writing.
	Use present and past tense mainly correctly and consistently in speech.	Some correct use present and past tense in writing.	Use present and past tense mostly correctly and consistently.	Tense choice mostly consistent and grammatically accurate including use of present perfect tense where appropriate.	Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)	Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.	
	Some correct use present and past tense in writing.	Use present and past tense mainly correctly and consistently					
Punctuation	Some awareness of the use of full stops and capital letters. May only be in discussion with teacher..	Some awareness of the use of full stops and capital letters.	Demarcate some sentences with capital letters and full stops	Demarcate most sentences in writing with capital letters and full stops, and use question marks correctly when required.	Capital letters and full stops consistently used accurately	Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mainly correctly.	Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.
	Demarcate some sentences in writing with capital letters and full stops	Demarcate some sentences in writing with capital letters and full stops. Some correct use of question marks when required.	Demarcate most sentences in writing with capital letters and full stops, and use question marks correctly when required.	Capital letters and full stops consistently used accurately	Capital letters, full stops, question marks and exclamation marks consistently used accurately. (Correct sentence boundary demarcation)	Use the full range of punctuation taught in lower Key Stage 2 mostly correctly.	Use the range of punctuation taught in KS2 mostly correctly
	Demarcate many sentences in writing with capital letters and full stops.	Demarcate most sentences in writing with capital letters and full stops and use question marks correctly when required.	Use the punctuation taught at KS1, mostly correctly.	Use the range of punctuation taught, correctly.	Use the range of punctuation taught, correctly.	Use the range of punctuation taught, correctly.	Use the range of punctuation taught at KS2, correctly (e.g. semi-colons, dashes, colons, hyphens) and where necessary use such punctuation precisely to avoid ambiguity.
				Some correct use of inverted commas Commas used correctly in lists	Inverted commas used mainly correctly Commas used to mark fronted adverbials – mainly correctly	Inverted commas used mostly correctly Some correct use of punctuation for parenthesis.	
						Commas (clarify meaning and marking phrases and clauses)	
				Apostrophes for singular possession used mostly correctly	Apostrophes for singular and plural possession used mainly correctly	Apostrophes for singular and plural possession used mostly correctly	

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<p>Spelling</p> <p>A pupil's standard in spelling should be evident throughout their writing</p> <p>Phonically plausible but incorrect spellings should be regarded as errors unless stated otherwise</p> <p>Incorrect spelling of words outside year group expectations should be disregarded</p>	Spell correctly some familiar words, such as their own name.	Spell irregular words (I, no go, into ,the, to) mostly correctly and some Y1 common exception words.	Spell some common exception words.	Spell many common exception words	Spell most common exception words	Spell most common exception words	Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.
	Spell irregular words (I, no go, into ,the, to) mostly correctly	Spell many Y1 common exception words and some Y2 common exception words	Spell many common exception words Spell most common exception words	Spelling KS1 common exception words correctly	Spelling KS1 common exception words correctly	Spelling KS1 common exception words correctly	
	Write the correct letter in response to hearing each sound of the alphabet.	Segment simple spoken words into phonemes and write the graphemes corresponding to those phonemes. (CVC (fox), CCVC (frog), CVCC (dogs))	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	Segment spoken words into phonemes and represent these by graphemes, spelling most of these words correctly and making phonically-plausible attempts at others		
	Segment spoken words into phonemes and represent these by taught (phase 3) graphemes, spelling some of these words correctly and making some phonically-plausible attempts at others.	Segment spoken words into phonemes and represent these by taught (phase 5) graphemes, spelling some of these words correctly and making phonically-plausible attempts at others.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	Spell correctly some words from the year 3 / year 4 spelling list.	Spell correctly many words from the year 3 / year 4 spelling list.	Spell correctly many words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.	Spell correctly most words from the Y5/6 spelling list
		Add Y1 taught suffixes to spell most words correctly in writing	Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)	Spelling many words correctly* (year 3/4)	Spelling most words correctly* (year 3/4)	Spelling many words correctly* (year 5/6)	
				Begin to use the first 2 or 3 letters in a word to check its spelling in a dictionary.	Use the first 2 or 3 letters in a word to check its spelling in a dictionary	Begin to use the first 3 or 4 letters in a word to check its spelling in a dictionary Begin to use dictionaries to check the spelling and meaning of words.	Use a dictionary to check the spelling of uncommon or more ambitious words.

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<p>Handwriting</p> <p>A pupil's standard in handwriting should be evident throughout their writing.</p> <p>Handwriting books can provide evidence providing statements have been met in some pieces of independent writing.</p>	Form some lower-case letters in the correct direction, starting and finishing in the right place.	Form many lower-case letters in the correct direction, starting and finishing in the right place..	Form lower-case letters in the correct direction, starting and finishing in the right place	Form capital letters and digits of the correct size, orientation and relationship to each other and to lower-case letters.	Letters are consistent in size and proportion with both letters and words evenly spaced.		
	Form many 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 writing.	Form lower-case letters of the correct size relative to one another in some of their writing	Letters are consistent in size and proportion with both letters and words evenly spaced			
	Use spaces between words when reminded to do so.		Form capital letters and digits of the correct size, orientation and relationship to each other and to lower-case letters.	Letters are consistent in size and proportion with both letters and words evenly spaced			
	Use spacing between words.	Beginning to use spacing between words that reflects the size of the letters.	Use spacing between words	Use spacing between words that reflects the size of the letters.	Use spacing between words that reflects the size of the letters.		
		Use spacing between words that mainly reflects the size of the letters.	Use spacing between words that reflects the size of the letters.				
			Use the diagonal and horizontal strokes needed to join some letters.	Use the diagonal and horizontal strokes needed to join some letters.	Use the diagonal and horizontal strokes needed to join most letters.	Letters are joined using diagonal and horizontal strokes where appropriate.	Write legibly.
			Letters are joined using diagonal and horizontal strokes where appropriate	Letters are joined using diagonal and horizontal strokes where appropriate.	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	Maintain legibility in joined handwriting when writing at speed	
<p>Redrafting and Editing (Supports STA criteria for independent writing)</p>	Discuss what has been written with the teacher	Re-reading what has been written to check that it makes sense	Make simple additions, revisions and proof-reading corrections to own writing.	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		
				Proofread for spelling and punctuation errors	Proofread for spelling and punctuation errors.		

- Qualifiers:**
- **Some** – the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.
 - **Many/mainly** – the statement is met frequently but not yet consistently.
 - **Most/mainly** – the statement is generally met with only occasional errors.

All writing assessed is considered to be independent, in line with STA requirements. There must be at least 5 pieces covering a range of purposes. This is a secure fit model.