

Amherst Steps – Writing Criteria

		Step 10*	Step 11	Step 12 (End of Year 3 Expected Level)
Writing for Purpose		<ul style="list-style-type: none"> Writing simple, coherent narratives about personal experiences and those of others (real or fictional). Write about real events, recording these simply and clearly. 	<ul style="list-style-type: none"> Writing effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar. 	<ul style="list-style-type: none"> Continuing to write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar.
	Punctuation	<ul style="list-style-type: none"> Demarcating most sentences in their writing with capital letters and full stops, and use question marks correctly when required. 	<ul style="list-style-type: none"> Demarcating most sentences with capital letters, full stops, question marks and exclamation marks. Beginning to use commas for lists. Beginning to use inverted commas. Beginning to use apostrophes for singular possession. 	<ul style="list-style-type: none"> Demarcating most sentences correctly using capital letters, full stops, question marks, exclamation marks and commas for lists. Beginning to use inverted commas. Using apostrophes for contractions and singular possession with growing accuracy.
Sentences		<ul style="list-style-type: none"> Beginning to use simple and compound sentences correctly. 	<ul style="list-style-type: none"> Demonstrating understanding of different sentence forms (statement, question, exclamation and command). Beginning to use simple and compound sentences correctly. 	<ul style="list-style-type: none"> Using sentences with different forms in writing (statement, command, exclamation and question). Mostly using simple and compound sentences correctly.
Paragraphs			<ul style="list-style-type: none"> Beginning to use paragraphs to organise ideas (TiPToP – time, place, topic and person). 	<ul style="list-style-type: none"> Beginning to use paragraphs to organise ideas (TiPToP – time, place, topic and person) with more independence.
Word Classes	Other	<ul style="list-style-type: none"> Beginning to vary sentence openers. Beginning to use adjectives to add more description. 	<ul style="list-style-type: none"> Beginning to vary sentence openers using fronted adverbials. Beginning to use expanded noun phrases and other descriptive techniques including Power of 3. 	<ul style="list-style-type: none"> Beginning to vary sentence openers using adverbs and fronted adverbials. Using some expanded noun phrases and other descriptive techniques including Power of 3.
	Conjunctions	<ul style="list-style-type: none"> Using co-ordination (<i>e.g. or / and / but</i>) and some subordination (<i>e.g. when / if / that / because</i>) to join clauses. 	<ul style="list-style-type: none"> Using co-ordinating conjunctions to join sentences or ideas and subordinating conjunctions at the end of a sentence to create a subordinate clause correctly. 	<ul style="list-style-type: none"> Using co-ordinating conjunctions (e.g. FANBOYS) to join sentences or ideas and subordinating conjunctions (e.g. <i>after, before, when</i>) at the end of a sentence to create a subordinate clause correctly.
Tenses		<ul style="list-style-type: none"> Using present and past tense mostly correctly and consistently. Beginning to use correct subject and verb agreement for singular and plural. 	<ul style="list-style-type: none"> Using different verb forms mostly accurately (correct tenses within a sentence, correct subject/verb agreement for singular/plural). 	<ul style="list-style-type: none"> Using different verb forms mostly accurately (correct tenses within a sentence, correct subject/verb agreement for singular/plural).
Spellings		<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others. Spelling many Y1/2 common exception words correctly. 	<ul style="list-style-type: none"> Spelling most Y1/2 common exception words correctly. Spelling some Y3 common exception words correctly. 	<ul style="list-style-type: none"> Consistently spelling Y1/2 and most Y3 common exception words correctly. See separate Amherst spelling progression document.
Handwriting		<ul style="list-style-type: none"> Forming capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Using spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> Producing legible handwriting with growing accuracy when joining. Using spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> Producing legible handwriting using diagonal and horizontal strokes needed to join letters. Using spacing between words that reflects the size of the letters.