

## Amherst Steps – Writing Criteria

		Step 16	Step 17	Step 18 (End of Year 5 Expected Level)
Writing for Purpose		<ul style="list-style-type: none"> <li>Continuing to write effectively and coherently for different purposes.</li> <li>Drawing on reading and <i>modelled examples</i> to inform more ambitious vocabulary, grammar and punctuation.</li> <li>Editing and uplevelling vocabulary, grammar and punctuation <i>with support</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to write effectively and coherently for different purposes.</li> <li>Drawing on reading and <i>modelled examples</i> to inform more ambitious vocabulary, grammar and punctuation.</li> <li>Editing and uplevelling vocabulary, grammar and punctuation <i>with support</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to write effectively and coherently for different purposes.</li> <li>Drawing on reading and <i>modelled examples</i> to inform more ambitious vocabulary, grammar and punctuation.</li> <li>Editing and uplevelling vocabulary, grammar and punctuation <i>more independently</i>.</li> <li>Writing with increasing awareness of the audience.</li> </ul>
	Punctuation	<ul style="list-style-type: none"> <li>Demarcating sentences correctly using capital letters and full stops.</li> <li>Demarcating sentences correctly using question marks and exclamation marks <i>with minimal errors</i>.</li> <li>Using commas for lists and after fronted adverbials <i>mostly independently</i>.</li> <li>Using inverted commas and related punctuation to indicate direct speech <i>independently with increasing accuracy</i>.</li> <li>Using apostrophes for contractions, singular and plural possession (e.g. <i>the girl's name, girls's names</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Demarcating sentences correctly using capital letters, full stops, question marks and exclamation marks.</li> <li>Using commas for lists <i>and after fronted adverbials independently</i>.</li> <li>Using inverted commas and related punctuation to indicate direct speech <i>independently with increasing accuracy and minimal scaffolding</i>.</li> <li>Using apostrophes for contractions, singular and plural possession (e.g. <i>the girl's name, girls's names</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Demarcating sentences correctly using capital letters, full stops, question marks and exclamation marks.</li> <li>Using brackets, dashes or commas to indicate parenthesis.</li> <li>Mostly accurate use of commas.</li> <li>Using inverted commas and related punctuation to indicate direct speech <i>independently with increasing accuracy and minimal scaffolding</i>.</li> <li>Using with guidance more advanced punctuation, including colons, semicolons and ellipsis.</li> <li>Using apostrophes consistently and accurately <i>with minimal errors</i>.</li> </ul>
Sentences	<ul style="list-style-type: none"> <li>Using an increasing range of sentence structures <i>more independently</i>.</li> <li>Using an increasing range of literary and descriptive techniques, including similes, metaphors and personification <i>as scaffolded in the unit of work</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Using an increasing range of sentence structures <i>with minimal prompting</i>.</li> <li>Using an increasing range of literary and descriptive techniques, including similes, metaphors and personification <i>with some prompting</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Using an increasing range of sentence structures <i>for effect</i>.</li> <li>Using an increasing range of literary and descriptive techniques, including similes, metaphors and personification <i>more independently</i>.</li> </ul>	
Paragraphs	<ul style="list-style-type: none"> <li>Using paragraphs to organise ideas around a theme <i>mostly independently</i> (TIPToP – time, place, topic and person)</li> <li>Choosing appropriate pronouns and nouns within and across <i>most</i> sentences to aid cohesion and avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Using paragraphs to organise ideas around a theme <i>mostly independently</i> (TIPToP – time, place, topic and person)</li> <li>Choosing appropriate pronouns and nouns within and across <i>most</i> sentences to aid cohesion and avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Using paragraphs to organise ideas around a theme <i>independently</i> (TIPToP – time, place, topic and person)</li> <li>Choosing appropriate pronouns and nouns within and across <i>all</i> sentences to aid cohesion and avoid repetition.</li> <li>Beginning to link ideas across paragraphs to create cohesion using techniques including:                             <ul style="list-style-type: none"> <li>○ adverbials of time (e.g. <i>later</i>)</li> <li>○ place (e.g. <i>nearby</i>)</li> <li>○ number (e.g. <i>secondly</i>)</li> <li>○ tense choices (e.g. he <i>had</i> seen her before)</li> </ul> </li> </ul>	
Word Classes	Other	<ul style="list-style-type: none"> <li>Using adverbs and fronted adverbials <i>independently in most</i> pieces of writing, with <i>some</i> punctuation mistakes.</li> <li>Using expanded noun phrases through modifying adjectives, nouns and preposition phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Using adverbs and fronted adverbials <i>independently in most</i> pieces of writing, with <i>some</i> punctuation mistakes.</li> <li>Using a variety of expanded noun phrases when appropriate for the genre.</li> <li>Using relative pronouns (e.g. <i>who, whom, whose, which, that</i>) <i>mostly accurately</i> to begin relative clauses as scaffolded in the unit of work.</li> </ul>	<ul style="list-style-type: none"> <li>Using adverbs and fronted adverbials with <i>mostly accurate</i> punctuation.</li> <li>Using a variety of expanded noun phrases when appropriate for the genre.</li> <li>Using relative pronouns <i>mostly accurately</i> to begin relative clauses.</li> <li>Beginning to use adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>should, might, will, must</i>) to indicate degrees of possibility.</li> </ul>
	Conjuncti	<ul style="list-style-type: none"> <li>Using a variety of co-ordinating and subordinating conjunctions <i>as scaffolded in the unit of work</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Using a variety of co-ordinating and subordinating conjunctions <i>independently in some pieces of work</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Using a variety of co-ordinating and subordinating conjunctions <i>independently in most pieces of work</i>.</li> </ul>
Tenses	<ul style="list-style-type: none"> <li>Using different verb forms and verb-subject agreement with some accuracy within the context of the genres scaffolded in the unit of work.</li> </ul>	<ul style="list-style-type: none"> <li>Using different verb forms and verb-subject agreement with some accuracy within the context of the genres scaffolded in the unit of work.</li> </ul>	<ul style="list-style-type: none"> <li>Using different verb forms and verb-subject agreement with some accuracy within the context of the genres scaffolded in the unit of work.</li> </ul>	
Spellings	<ul style="list-style-type: none"> <li>Evidence using many of the Y3/4 and some Y5 common exception words correctly.</li> <li>See separate Amherst spelling progression document.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling many of the Y3/4 and some Y5 common exception words correctly.</li> <li>See separate Amherst spelling progression document.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling many of the Y3/4 and Y5 common exception words correctly.</li> <li>See separate Amherst spelling progression document.</li> </ul>	
Handwritin g	<ul style="list-style-type: none"> <li>Producing handwriting of increasing legibility, consistency and quality <i>in most pieces of work</i>.</li> <li>Using spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Producing handwriting of increasing legibility, consistency and quality <i>in most pieces of work</i>.</li> <li>Using spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Producing handwriting of increasing legibility, consistency and quality <i>in most pieces of work</i>.</li> <li>Using spacing between words that reflects the size of the letters.</li> </ul>	