

Steps 22 to 27 Writing: Planning and Assessment from National Curriculum Lower Key Stage 2 Total Stars 39 4 KPIs for Step 27

Step 21 must have been attained	Step	22, Entering Y3	23, Developing Y3	24, Secure Y3	25, Entering Y4	26, Developing Y4	27, Secure Y4
	Typical attainment time	Autumn Y3	Spring Y3	Summer Y3	Autumn Y4	Spring Y4	Summer Y4
	Stars routinely required	5	10	16	21	26	31, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding and development of skills, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Year 3 pupils would not typically be secure in the statements below in their Y3 year. Statements are taken from lower key stage 2 and would be typically embedded by the end of Year 4.

Transcription - Handwriting	★ B	★ P	★ E	Composition continued	★ B	★ P	★ E				
<ul style="list-style-type: none"> ❖ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ❖ Increase the legibility, consistency and quality of their <i>handwriting</i> [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 				<p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> ❖ composing and rehearsing sentences orally (including dialogue); ❖ progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2); ❖ <u>organising paragraphs around a theme;</u> ❖ <u>in narratives, creating settings, characters and plot;</u> ❖ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. 							
Composition	★ B	★ P	★ E	<p><i>Plan their writing by:</i></p> <ul style="list-style-type: none"> ❖ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; ❖ <u>discussing and recording ideas.</u> 				<p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> ❖ assessing the effectiveness of their own and others' writing and suggesting improvements; ❖ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. ❖ <u>Proof-read for spelling and punctuation errors.</u> ❖ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 			

★:B Beginning to ★ P Progressing ★ E Embedded