



Pathways to Write

Pathways
Overview of Objectives
Coverage of mastery keys

EYFS

EYFS – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Children in reception							
Purpose and audience	Write simple phrases and sentences that can be read by others (Writing ELG)						
Tense	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (Speaking ELG)						
Conjunctions	Connect one idea or action to another using a range of connectives (orally)				✓	✓	✓
Level of detail	Learn new vocabulary (orally) Use new vocabulary through the day (orally) Use new vocabulary in different contexts (orally) Describe events in some detail (orally)	✓	✓	✓	✓	✓	✓
Cohesive devices	Articulate their ideas and thoughts in well-formed sentences (orally) Connect one idea or action to another using a range of connectives (orally)			✓	✓	✓	
Punctuation	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop			✓	✓	✓	✓
Spelling	Spell words by identifying the sounds and then writing the sound with letter/s	✓	✓	✓			✓
Handwriting	Form lower-case letters correctly	✓	✓	✓	✓	✓	✓
Edit and Evaluate	Re-read what they have written to check that it makes sense		✓	✓	✓	✓	✓

Writing Early learning goal		
ELG	Write recognisable letters, most of which are correctly formed	
ELG	Spell words by identifying sounds in them and representing the sounds with a letter or letters	
ELG	Write simple phrases and sentences that can be read by others	

*All statements for 3- and 4- year olds and children in reception taken from Development Matters 2023. Statements with (orally) written at the end are taken from Communication and Language pages 21-41.

Year 1

Y1 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> Sequence sentences to write short narratives based on fictional and real experiences 		✓				✓
Tense	<ul style="list-style-type: none"> Growing accuracy when writing in the past tense Mostly accurate use of present tense when writing 						
Conjunctions	<ul style="list-style-type: none"> Words combined to make simple sentences Use and to join clauses <i>I can see the cat and he is on the mat.</i> 	✓		✓	✓	✓	✓
Level of detail	<ul style="list-style-type: none"> Use and to join words Use some simple description 		✓	✓	✓	✓	✓
Cohesive devices	<ul style="list-style-type: none"> Begin to link ideas or events by subject/or pronoun <i>I can see the cat and he is on the mat. He is eating his lunch.</i> Write short narratives ensuring that many sentences are sequenced accurately 		✓				
Logical sequence of events							✓
Punctuation	<ul style="list-style-type: none"> Some use of full stops and capital letters Begin to use exclamation marks Begin to use question marks Use capital letters for names of people and places Use capital letters for days of the week Use a capital letter for the personal pronoun 	✓	✓	✓	✓	✓	✓
		✓	✓	✓	✓	✓	✓
Spelling	<ul style="list-style-type: none"> Some words containing previously taught phonemes are spelt with some accuracy Phonetically plausible attempts are made to spell words that have not yet been learnt Spell common exception words at WTS standard Some common exception words are spelt accurately inline with SSP programme Apply prefix -un with growing accuracy for both verbs and adverbs Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs Spell days of the week accurately 			✓		✓	
			✓	✓	✓	✓	
Handwriting	<ul style="list-style-type: none"> Leave spaces between words Some lower-case letters are formed accurately, starting and finishing in the correct place Form digits 0-9 mostly accurately Understand which letters belong to which handwriting families Hold a pencil comfortably and correctly Sit correctly at a table 						
Edit and Evaluate	<ul style="list-style-type: none"> Check written work makes sense through re-reading with other pupils and the teacher Read work aloud clearly 						
Proof-read							

Year 2

Y2 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real and fictional) 						
Tense	<ul style="list-style-type: none"> Use past and present tense mostly correctly throughout writing Use of verbs to mark action in progress 			✓	✓		✓
Conjunctions	<ul style="list-style-type: none"> Use co-ordination (and, or, but) to join clauses 	✓	✓				✓
	<ul style="list-style-type: none"> Some use of subordination (when, if, that, because) to join clauses 	✓		✓	✓	✓	✓
Level of detail	<ul style="list-style-type: none"> Use expanded noun phrases to add description and detail Use -ly to turn adjectives into adverbs e.g. slow to slowly 	✓	✓				✓
Cohesive devices	<ul style="list-style-type: none"> Adverbs and subordinate clauses used to support sequence of events/ ideas e.g. suddenly, quickly, when it was dinner time 		✓	✓	✓		✓
Logical sequence of events	<ul style="list-style-type: none"> Evidence of a sequence of connected events 						
	<ul style="list-style-type: none"> Use pronouns to extend and link sentences 						
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> Write statements, questions, exclamations and commands appropriately 			✓			
Punctuation	<ul style="list-style-type: none"> Demarcate most sentences in writing with capital letters and full stops (including proper nouns) 	✓					
	<ul style="list-style-type: none"> Use question marks correctly when required 			✓			
	<ul style="list-style-type: none"> Some use of exclamation marks for effect 			✓			
	<ul style="list-style-type: none"> Some use of commas to separate items in lists 		✓				
	<ul style="list-style-type: none"> Some apostrophes for simple contracted forms 					✓	
	<ul style="list-style-type: none"> Begin to use apostrophes for singular possession in nouns 				✓		
Transcription	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others 						
	<ul style="list-style-type: none"> Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/ there, they're, their/ floated/ many/ coat) 					✓	
	<ul style="list-style-type: none"> Spell many common exception words (refer to spelling appendix or SSP/spelling programme) 						
	<ul style="list-style-type: none"> Some accurate use of suffixes to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word and to spell longer words e.g. -ment, -ful 					✓	✓
	<ul style="list-style-type: none"> Some words with contracted forms are spelt correctly 						
	<ul style="list-style-type: none"> Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 						
	<ul style="list-style-type: none"> Use spacing between words that reflects the size of the letters 						
	<ul style="list-style-type: none"> Write with increasing fluency and stamina 						
Edit and Evaluate	<ul style="list-style-type: none"> Begin to make simple additions, revisions and corrections: Re-read and evaluate writing checking for meaning and tense form 						
Proof-read	<ul style="list-style-type: none"> Proof-read writing (some prompting may be required) 						

Year 3

Y3 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> Write for a range of real purposes and audiences Decisions should underpin the form the writing should take 						
Tense	<ul style="list-style-type: none"> Use past and present tense consistently Confident use of progressive form of verbs Some use of the present perfect form of verbs 			✓	✓	✓	✓
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because) 		✓	✓	✓	✓	✓
	<ul style="list-style-type: none"> Effective use of statements, exclamations, questions and commands 						
Level of detail	<ul style="list-style-type: none"> Expanded noun phrases used to add description and detail to create characters, setting and plot Use a varied and rich vocabulary Adverbs and prepositions to express time, place and cause 		✓				
		✓	✓	✓	✓	✓	
Cohesive devices Logical sequence of events	<ul style="list-style-type: none"> Write a full sequence of events (dilemma/conflict/resolution) Sequence ideas or events: <ul style="list-style-type: none"> Maintaining form e.g. bullet points, headings Using adverbs and prepositions Use pronouns to extend and link sentences 						
				✓	✓	✓	✓
Text structure and organisation	<ul style="list-style-type: none"> Select relevant content In non-narrative material, group related ideas in paragraphs In narrative write an opening paragraph and further paragraphs for each stage 	✓				✓	
		✓				✓	
Punctuation	<ul style="list-style-type: none"> Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list Mostly accurate use of apostrophes for contracted forms and possession Some use of inverted commas to punctuate direct speech 						
		✓	✓	✓	✓		
Transcription	<ul style="list-style-type: none"> Most KS1 common exception words are spelt correctly Full range of spelling rules and patterns in appendix 1 for Y1/2 Some accurate spelling of words from the Y3/4 word list and some accurate use of prefixes/suffixes and homophones in Y3/4 spelling appendix Use a/an accurately 						
			✓			✓	
Edit and Evaluate	<ul style="list-style-type: none"> Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes to grammar and vocabulary 						
Proof-read	<ul style="list-style-type: none"> Proof-read for spelling and punctuation 						

✓ A blue tick refers to Set 1 units – only refers to spring 1 and 2

✓ A purple tick refers to Set 2 units – only refers to spring 1 and 2

Year 4

Y4 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> Write for a range of real purposes and audiences Decisions should underpin the form the writing should take 						
Tense	<ul style="list-style-type: none"> Use a variety of verb forms correctly and consistently (past and present tense, progressive and present perfect) Use Standard English forms for verb inflections (<i>we were</i> instead of <i>we was</i>) 		✓	✓			✓
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although) Use fronted adverbials to vary sentence structure (time, place and cause/manner) 	✓	✓				✓
Level of detail	<ul style="list-style-type: none"> Use of expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Use of a varied and rich vocabulary Develop settings using expanded noun phrases and fronted adverbials Use descriptions and speech to build a character and evoke a response 	✓	✓		✓	✓	
Cohesive devices	<ul style="list-style-type: none"> Use fronted adverbials to connect and introduce paragraphs Some use of determiners to give more detail about nouns Avoid repetition through choice of noun or pronoun 	✓		✓	✓		
Text structure and organisation	<ul style="list-style-type: none"> Create characters, settings and plot in narrative Use paragraphs to organise information and ideas around a theme Use paragraphs to organise and sequence more extended narratives Use organisational devices including headings and subheadings 	✓		✓		✓	✓
Punctuation	<ul style="list-style-type: none"> Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list, apostrophes for contracted forms and possession Mostly accurate use of Y4 punctuation: commas after fronted adverbials and inverted commas for direct speech Some accurate use of other punctuation to indicate direct speech and possessive apostrophes for plural nouns 	✓	✓	✓	✓	✓	
Transcription	<ul style="list-style-type: none"> Full range of spelling rules in Appendix 1 for Y3/4 are mostly accurate Mostly accurate spelling of words from the Y3/4 word list Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency 						
Edit and Evaluate Proof-read	<ul style="list-style-type: none"> Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation Proof-read for spelling and punctuation errors 					✓	

Year 5

Y5 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> Write for a range of purposes and audiences, demonstrating selection of content and use of the appropriate form 	✓					
Tense	<ul style="list-style-type: none"> Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect form of verbs) Use Standard English forms for verb inflections instead of local forms (e.g. <i>we were</i> instead of <i>we was</i>) Use modal verbs to indicate degrees of possibility 				✓		✓
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions Use relative clauses and parenthesis appropriately e.g. bracketed information in non-narrative, commas around relative clauses when adding detail in narrative Make appropriate choices of vocabulary and grammar to enhance meaning 			✓	✓		✓
Level of detail	<ul style="list-style-type: none"> Use expanded noun phrases, adverbs, determiners and preposition phrases to convey complicated information concisely Use relative clauses to add detail or description (who, which, where, when, whose, that or an omitted relative pronoun) Use adverbs to indicate degrees of possibility Integrate dialogue in narratives to convey character and advance the action 		✓	✓			✓
Cohesive devices	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within a paragraph: adverbs and adverbials (then, after that, this, firstly), tense choices, and a variety of nouns, pronouns and determiners to avoid repetition Link across paragraphs using adverbs and adverbial phrases (time, place and number); a variety of nouns, synonyms, pronouns and determiners; and tense choices (He had seen her before) 			✓	✓	✓	✓
Text structure & organisation	<ul style="list-style-type: none"> Use paragraphs to organise more complex information and themes In narrative, use paragraphs to organise and sequence more extended narrative structures (organise settings, characters, events and atmosphere) 	✓					
Punctuation	<ul style="list-style-type: none"> Mostly accurate use of punctuation at year 4 standard: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and speech punctuation, apostrophes for contraction and apostrophes for singular possession Some accurate use of Y5 punctuation: brackets, dashes and commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity 	✓	✓				
Transcription	<ul style="list-style-type: none"> Application of full range of spelling rules and patterns in Appendix 1 for years 3/4 and mostly accurate spelling of words from the year 3/4 word list Some accurate spelling of words from the year 5/6 word list and rules/patterns from Appendix list 1 						
Edit and evaluate	<ul style="list-style-type: none"> Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement 						
Proof-read	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors 						

Year 6

Y6 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader 						
Tense	<ul style="list-style-type: none"> Verb forms used consistently and correctly (e.g. simple past, progressive, present perfect form of verbs) Mostly appropriate use of modal verbs to indicate degrees of possibility, probability and certainty Use passive voice, where appropriate, to affect how information is presented 	✓	✓	✓	✓		
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> Recognise structures for formal speech and writing, including subjunctive forms Distinguish between the language of speech and writing and choose the appropriate register Make appropriate choices of vocabulary and grammar to enhance meaning Use relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) or an omitted pronoun to clarify and explain relationships between ideas 		✓	✓		✓	✓
Level of detail	<ul style="list-style-type: none"> Expanded noun phrases, adverbs and prepositions to convey complicated information concisely and to add detail Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel Integrate dialogue in narratives to convey character and advance the action 	✓		✓			
Cohesive devices	<ul style="list-style-type: none"> Use a range of devices to build cohesion (adverbials of time and place, pronouns, nouns and synonyms, conjunctions) Use of appropriate choice of tense to support whole text cohesion and coherence 	✓			✓	✓	
Text structure and organisation	<ul style="list-style-type: none"> Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader 						
					✓		
Punctuation	<ul style="list-style-type: none"> Use a range of punctuation mostly correctly including brackets or commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity and inverted commas and other punctuation to indicate speech Some accurate use of colons to introduce lists and semi-colons to separate items within lists, colons and semi-colons to make the boundary between independent clauses, dashes to indicate parenthesis and hyphens to avoid ambiguity and consistent punctuation of bullet points 	✓	✓	✓	✓	✓	✓
Transcription	<ul style="list-style-type: none"> The full range of spelling rules and patterns as listed in Appendix 1 for years 5 and 6 are applied mostly accurately Spell correctly most words from the Year 5/Year 6 spelling list Use a dictionary to check the spelling of uncommon or more ambitious vocabulary 						
Edit and Evaluate	<ul style="list-style-type: none"> Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register 						
Proof-read	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors 						