

# Writing assessment guidelines

## Standard 2

### AF1 Planning, writing and performing texts (PWPT)

- writes a narrative about personal experiences and that of others sustaining sufficient features of the given form, such as the correct choice of, and consistent use of, present/past tense including progressive forms of verbs: e.g. It was my birthday last week. I went to the zoo with Ben, Kyle, Sam and Oli. We saw...
- writes simple narratives, simple poems and simple recounts of real events for different purposes; some evidence of writing stamina
- usually says or records in writing or pictorially their ideas for writing: e.g. draws or explains a simple story map or story plan
- usually composes and orally rehearses what they want to say, sentence by sentence: e.g. composes a sentence orally and uses phonic knowledge to segment to spell words, write letters/words using agreed handwriting style
- independently, writes down some ideas, key words and new vocabulary and uses them to improve their own writing: e.g. on mini whiteboards, pupils 'magpie' some powerful words or ideas heard in the whole class introduction or main teaching session to use in their own writing
- reads their writing aloud with expression to make the meaning clear

### AF2 Evaluating and editing texts (EET)

- with the teacher and making reference to success criteria, reflects on what they have written, making suggestions for improvement: e.g. after reading through the success criteria again with the teacher, pupil realises that they did not number their instructional sentences. They amend this by rechecking the order and adding numerals
- rereads their writing to check it makes sense and knows how to correct errors in the use of verbs, including in the continuous form: e.g. pupil originally writes 'I sitted under the tree and eated my sandwich at lunchtime.' After checking, pupil amends 'sitting' to sat, 'eated' to ate
- usually spots most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught grammar, spelling patterns and punctuation items: e.g. That's an exclamation because she's shouting for help so you need to use an exclamation mark instead of a full stop; I forgot to double the p of stop when I added -ing to make stopping, so I'll correct that; You wrote 'The wave knocked her over,' so that must have been a big strong wave! You could improve it by writing 'The huge, rushing wave knocked her over.'

### AF3 Text structure and organisation (TSO)

- organises writing to reflect the chosen form, some basic layout conventions are used with a variety of words chosen for effect based on the structure of known poems: e.g. write in four-line stanzas, selecting some rhyming words

### AF4 Grammar and punctuation (GP)

- with some consistency, correctly uses subordination and coordination: e.g. You need to pack your coat because it is going to rain later. Remember to take your packed lunch and don't forget your bookbag
- correctly structure statements, questions, exclamation sentences and commands: e.g. The colourful butterfly flew from flower to flower; Where do clouds come from?; Beware...whirlwinds can kill!; Sift the flour and mix into the other ingredients
- usually uses expanded noun phrases to describe and specify: e.g. the blue butterfly, plain flour, the man on the moon
- consistently makes the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense: e.g. Pupil writes 'She is drumming, she drummed, she was drumming.'
- with some consistency, correctly uses features of standard written English: e.g. Pupil consciously uses spelling, grammar and punctuation. They use these grammatical terms to discuss their own writing: 'My spelling is better in the middle of the story but I keep forgetting to use a capital letter for Wednesday.'
- confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately
- consistently uses accurate sentence demarcation across a range of dictated and independent writing
- deploys apostrophes accurately for contractions and to show possession

### AF5 Phonics and spelling (PS)

- usually spells single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are usually phonically plausible: e.g. yestirday, exsighting, speshall
- usually spells single-syllable and multi-syllabic words containing new spellings of known phonemes: e.g. race, ice, knock, gnat, typewriter, margarine, muckspreader
- distinguishes between and usually correctly spell common homophones: e.g. some/sum, blew/blue, knight/night
- makes phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: e.g. door, because, sugar, people
- usually distinguishes between, and correctly spells, homophones and near-homophones, e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear
- usually correctly applies the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant and to exception words ending in -y: e.g. merriment, happiness, plentiful, penniless, happily
- usually remember and writes a dictated sentence that includes words using the GPCs and common exception words taught so far, spelling most of them correctly and applying phonic knowledge and punctuation accurately: e.g. The farmer had eight sheep, two dogs and four children

### AF6 Handwriting and presentation (HP)

- correctly forms most lower-case letters as outlined in the school's handwriting policy, showing some consistency and control over their size. Presentation is neat
- sits correctly at a table, holds a pencil with correct grip and correctly forms and joins some letters in accordance with the school's writing policy
- forms most capital letters, digits and lower-case letters showing good control over the orientation and size
- usually leaves appropriately sized spaces between words: e.g. knows to leave room for own lower-case letter a between words