

# Writing assessment guidelines

## Standard 3

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

- usually work with a partner or small group to plan writing, contributing their own and listening to and building on others' ideas and recording them in note or pictorial form for later use: e.g. using a spidergram, flowchart or timeline
- usually composes and speaks a whole sentence: e.g. for a teacher-scribed shared write or before writing independently, often incorporating newly acquired vocabulary and using recently learned sentence types
- usually creates an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story
- reads their writing aloud with expression, loudly and clearly enough to be heard and understood by all

### **AF2 Evaluating and editing texts (EET)**

- usually identifies and names key organisational and language features of a shared text working with a partner, small group or the whole class: e.g. headings, subheadings, paragraphs, conjunctions, fronted adverbials
- usually reads back their own writing as they go and reads and discusses others' completed writing, monitoring for sense and identifying aspects linked to success criteria and recent teaching for alteration and improvement: e.g. You are writing about a different bit here so it needs to be a new paragraph
- usually identifies possible improvements in grammar and vocabulary to their own and others' writing: e.g. I wrote that I like 'nice stuff to eat' on my birthday and I could change that to 'my favourite delicious foods' and give some examples like 'sausage rolls and fairy cakes.'
- 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 spelling patterns and punctuation items: e.g. You have put speech marks around the 'he said' as well as what your character actually says. You need to end them after the last word the character says; I've written about a 'groan man', but that's not right. He had to grow up, so that tells me the right homophone there must be 'grown'.

### **AF3 Text structure and organisation (TSO)**

- usually marshals their material into logical chunks and writes an appropriate main heading for the text and suitable subheadings for each chunk
- usually organises their material into logical chunks and writes a coherent series of linked sentences for each: e.g. Bees live together in big groups. The Queen bee is the mother of all the workers. Bees work together to feed each other and look after the larvae.
- knows how to demarcate paragraphs on the page and usually remembers to do this as they write

### **AF4 Grammar and punctuation (GP)**

- usually uses a range of prefixes to generate new nouns, (see left) and uses them appropriately in their independent writing
- recognises related words from the same word family and usually deduces the meaning of related words correctly: e.g. recognises 'heard' within 'unheard' and 'misheard' and is able to use this knowledge to explain what both words mean
- usually chooses appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing: e.g. When I read that paragraph back I've used the word 'tigers' six times! I need to change some of them to 'they'.
- writes an increasing range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing: e.g. We still went on our class trip to the water park although it was raining when we set out
- usually use a range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing: e.g. After lunch, the boys went on the nature trail because we had been told there were some new ducklings and we wanted to see them
- selects the appropriate tense for the task and applies the new learning across a range of independent writing: e.g. I hoped my team would win last week and they did, and I am hoping they will win again tomorrow
- decides whether a noun needs 'a' or 'an' in front of it and usually makes the right choice in independent writing: e.g. an apple, an orange and a banana
- uses inverted commas confidently and consistently to punctuate direct speech

### **AF5 Phonics and spelling (PS)**

- usually distinguishes between and correctly spells further homophones and near-homophones: e.g. pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break
- identifies their own most common spelling mistakes and the commonly misspelled words from the 3/4 list on pg 64 and is beginning to be able to use one or two taught strategies to reduce misspellings: e.g. sounding out Wed-nes-day, having a frequently updated, laminated, personalised word mat with own most common errors
- usually places the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys' animals', and in words with irregular plurals: e.g. women's, men's, sheep's
- usually correctly spells words with prefixes without any associated changes in spelling: e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity
- usually correctly spells words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word: e.g. opened, buttered, gardener, frightening, limited, scattering, referred, deterred, gripped
- usually navigates a dictionary to find the initial letter and use the guide words to fine tune their search to the third letter: e.g. able to divide the dictionary into thirds or quarters to begin the search
- remembers and writes dictated sentences that include words containing the spelling patterns and common exception words taught so far, spelling most of them correctly: e.g. We bought two pairs of girls' shoes. Beginners often lose their way in our big library

### **AF6 Handwriting and presentation (HP)**

- usually sits correctly at a table, holds a writing implement comfortably and correctly forms and joins most letters in accordance with the school's agreed house style
- writing can be read, is usually consistent and beginning to be pleasing in appearance