

# Writing assessment guidelines

## Standard 4

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

- independently, selects the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing: e.g. takes notes during discussion and organises them later into a 'boxing up' frame or story mountain
- independently, composes and orally rehearses sentences usually incorporating new vocabulary
- independently, plans narrative and non-fiction texts into paragraphs before they begin to write: e.g. by using a 'boxing up' frame, five-part story mountain, story map or other planning tool to help 'chunk' their writing into paragraphs
- usually creates an appropriate setting, two or three distinguishable characters and a coherent plot.
- descriptions contain some detail: e.g. Kim huddled deeper into the hairy wool jumper gran had knitted. 'It's too cold out here, I want go back home.' 'Don't be such a baby!' snapped Tyler, bossily, 'Look, the car's coming!'
- reads loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation

### AF2 Evaluating and editing texts (EET)

- usually and accurately, assesses the effectiveness of their own and others' writing and makes improvements: e.g. they check the meaning is clear and organisational features are correct. They can identify and make suggestions for alteration and improvement: e.g. My second sub-heading doesn't really match the content of the paragraph underneath it. I need to change one or the other
- independently, proof-reads and amends their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g. spotting repetitious language, verb/subject disagreement or lapses in tense
- 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. I started that sentence with a fronted adverbial but I forgot to put the comma in, so I'll fix that now; You have written 'proberbly' because that's how lots of people say it, but think about close family words like probable and probability and that will tell you it has to

### AF3 Text structure and organisation (TSO)

- usually clusters related information logically and writes an engaging main heading for the text and relevant subheadings for each paragraph
- demarcates paragraphs on the page and usually remembers to do this as they write

### AF4 Grammar and punctuation (GP)

- uses a range of sentence structure includes simple, compound and complex structures
- uses a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences: e.g. We put up our umbrellas when it rained. When it rained we put up our umbrellas
- usually follows spelling rules to alter the meaning of nouns by adding prefixes; they can give a clear definition of the new noun: e.g. super-, supermarket, superman, superstar.
- usually groups words into two main families according to form and meaning. They can spot the common root words grouped by form: e.g. form: family – familiar – unfamiliar – familiarity – familiarise ..., meaning: big – little – size
- usually chooses and correctly uses nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the learning across a wide range of independent writing: e.g. When I was writing about bees, the hive and the queen, I remembered to write 'they', 'it' and 'she' every other time so my writing was less repetitive but still clear
- usually uses a wider 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. first, then, after, meanwhile, from, where. Despite the dark clouds, pupils were scurrying between the classroom and the field, hoping to finish their insect survey before the storm
- explains the concept of verb tense. Pupil's writing shows growing awareness of how commonly used verbs are inflected in different tenses. Use of tense in writing is usually consistent with few lapses. Pupil is beginning to use the present perfect form in contrast to the past tense: e.g. I have read three books by that author; the librarian has told me the new title will be in shortly
- usually explains the rules for using 'a' or 'an' and give one or two example of each. Own writing shows some consistency in applying the rules: e.g. I know that 'a' and 'an' are only used with singular nouns. 'A' is used before a word starting with consonant, for example a rock and 'an' is used before a word starting with a vowel, for example an open box
- uses inverted commas and other punctuation to indicate direct speech consistently and reliably
- uses apostrophes for plural possession
- uses commas after fronted adverbials accurately and consistently across a range of independent writing

### AF5 Phonics and spelling (PS)

- usually distinguishes between and correctly spell further homophones and near-homophones: e.g. whose/who's, peace/piece, whether/weather, medal/meddle
- independently identifies their most common spelling mistakes and select the most appropriate from a range of taught strategies to reduce them: e.g. phonics first approach; identifying the tricky bits; starting with the root words and adding affixes; creating a mnemonic sentence; remembering the spelling of library by exaggeratedly pronouncing the word to emphasis the tricky bits: lie-brare-ee
- usually places the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys', animals' and in words with irregular plurals e.g. men's, women's people's, children's, mice's. Pupil can usually explain this punctuation rule to others, spotting and correcting errors in own and others' writing
- usually correctly spells words with prefixes without any associated changes in spelling. They can explain the meaning of most prefixes: e.g. all of the ones at left and il-, im-, ir-, re-, sub-
- 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. They can usually explain this spelling pattern and its rules to others: e.g. forgetting, beginner, preferred, trodden, referee, deferred, inferred
- usually finds words in a dictionary, can accurately check their own attempt at spellings against the correct spelling and make any amendments
- usually remembers and writes a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy: e.g. It was hard to accept that the magician, who had been struck down by a mysterious illness, was going to disappoint the children's party

### AF6 Handwriting and presentation (HP)

- usually makes choices over letter shapes and joins to ensure fluency, legibility and good presentation
- usually selects the appropriate writing instrument: e.g. a pencil for making notes, a pen for formal writing