

# Writing assessment guidelines

## Standard 5

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

- usually draws on what they have learned about how authors develop characters and settings to help them create their own: e.g. planning two or three main characters who are clearly distinguishable from each other and placing them in a setting modelled on a favourite story or pupil's own locality
- usually thinks aloud and records their ideas, sometimes drawing on independent reading and research: e.g. uses a spidergram planning model to organise and develops related ideas drawn from reading and research
- usually describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action, evokes atmosphere through detailed description, portrays characters through meaningful interaction and dialogue that moves the story on: e.g. 'Watch out, you've left the door open!' 'Too late - the dog's made a bolt for it!'
- usually précis longer passages: e.g. identifies key points from the passage and reformulates them coherently in their own words
- usually identifies the intended audience and purpose for writing and chooses a suitable writing model to support their own writing: e.g. an information leaflet for fellow pupils offering guidance and advice on a new sport
- performs their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard

### AF2 Evaluating and editing texts (EET)

- usually works alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer
- usually proposes appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing: e.g. making specific suggestions to a writing partner or incorporating such changes in their own writing, such as: I've written: 'I took a picture of my friend, who won the 200m sprint with his grandmother.' I need to put a second comma in there after 'sprint' to help the reader make sense of what I wrote. It makes the reader think the grandmother sprinted too if I leave it without a comma
- 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're writing a letter back from space and you've dropped some extra information inside that sentence. It needs to be marked out parenthetically. You could use commas, but why not use two dashes seeing you're writing to your dad and it's informal?; remember, gracious comes from the root word grace so there's no t in it. Change it to letter c like in grace and you'll have it right

### AF3 Text structure and organisation (TSO)

- usually uses further organisational and presentational devices to structure text and to guide the reader: e.g. poses questions as heading or sub-headings, uses bullet points to organise material, integrates diagrams, charts or graphs
- usually produces internally coherent paragraphs in a logical sequence: e.g. using topic sentences to pose rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences

### AF4 Grammar and punctuation (GP)

- writes using tense consistently and correctly throughout: e.g. use past tense in narrative, present tense in non-chronological report and identify and correct own lapses readily
- understands that common group nouns take the singular verb form: e.g. the football team is happy to be playing against Dullford; the government has decided to change exams
- usually identifies examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments to reflect standard English usage where appropriate
- usually uses expanded noun phrases to convey precise and detailed information concisely: e.g. ...the small playground with the horizontal climbing wall...; ...the north coast beaches with the best surf...; ...a tiny kitten with its eyes still closed...
- usually converts nouns or adjectives into verbs: e.g. hyphen into hyphenate; terrific into terrify; random into randomise
- uses prefixes to generate new verbs: e.g. disapprove; defuse, misunderstand, overestimate, recombine
- uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun: e.g. The song (that) I like is being played on Radio Cornwall; The woman who moved in next door has a daughter my age; The boy whose cast you signed broke his leg playing rugby
- usually uses modal verbs or adverbs to indicate degrees of possibility: e.g. there might be ... it could be ... we may be ... sometimes... possibly... occasionally
- usually uses the present perfect form of verbs to mark relationships of time and cause: e.g. She has gone on holiday (and is not yet back, or we would write she went on holiday), The coach has left without you (because you have just arrived late)
- uses devices to build cohesion, including adverbials of time, place and number: e.g. linking ideas within and across paragraphs using later, nearby, secondly
- identifies which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis.
- decides whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently
- consistently deploys commas to clarify meaning or avoid ambiguity: e.g. is able to distinguish the difference in meaning between 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'
- usually selects appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning: e.g. make deliberate vocabulary choices for effect, select specialist vocabulary to match the topic
- usually uses a thesaurus to introduce varied and precise vocabulary: e.g. after proof-reading own work with a partner or alone, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary

### AF5 Phonics and spelling (PS)

- spells most common kn, mb, stle, mn, silent b words correctly: e.g. as at left, and solemn, debt
- distinguishes and correctly spells most confusing pairs: e.g. as at left and guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle
- usually draws on a range of known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words: e.g. using known spelling of ordinary to help spell extraordinary, ordinarily
- usually spells words with prefixes and suffixes with or without associated changes in spelling: e.g. applicable, adorable, reliable, changeable, noticeable
- usually navigates a dictionary to find the initial letter of any word and uses the guide words to fine tune their search to the third or fourth letter, then independently read and understand the definition

### 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