Writing assessment guidelines
Standard 6

AF1 Planning, writing and performing texts (PWPT)

- draws imaginatively on what they have learned about how authors develop characters and settings to help them create their own: e.g. drawing on known characters and adapting them, taking elements from different settings and combining them in new ways
- thinks aloud and records their ideas, sometimes drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write: e.g. selecting from a range of planning models to organise and develop related ideas drawn from notes made when reading and researching
- usually describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action: e.g. helps reader distinguish between characters by introducing variations in their vocabulary choices, using expanded noun phrases, adverbials and relative clauses
- usually précises longer passages, identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions
- performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear: e.g. monitor, maintain or regain audience engagement, speaking loudly enough to be heard.
- identifies the intended audience and purpose for writing and chooses a suitable writing model from a range of familiar texts to support their own writing: e.g uses a favourite poem as a model for their own writing
- consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing: e.g. casual language for an email or text to a close friend, more formal constructions when writing to a supermarket manager asking for donations to the class charity raffle

AF2 Evaluating and editing texts (EET)

- usually works alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details
- usually proposes appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing, making specific suggestions to a writing partner or incorporating such changes in their own writing: e.g. You've used 'but' to join those two clauses: 'He opened the door but the room stood empty!' It could be much more dramatic if you used a colon instead. The reader is expecting the room to be packed with people so it's a shock that the character finds it empty. That's where a colon will work. 'He opened the door: the room stood empty!'
- 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 called my character's leap from rooftop to balcony 'death defying', but I know I need to use a hyphen when I double up words like that to make an adjective. I'll make it 'a death-defying leap'; There is no 'w' or 'i' in the word language. Remember we learned it by saying 'lan-goo-age'? Use letter 'u' then 'a-g-e' and it will be correct

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; links closing to opening; includes glossary, fact box etc.
- produces internally coherent paragraphs in a logical sequence and understands and deploys some hooking devices to create cohesion between paragraphs: e.g. repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next; using conjunctions such as furthermore, moreover, on the other hand, or conversely, to link paragraphs

AF4 Grammar and punctuation (GP)

- usually writes using tense consistently and correctly throughout and writes using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. in flashbacks, letters and interviews
- usually uses expanded noun phrases to convey complicated information concisely: e.g. ...the younger predators with less experience of hunting and fewer successful kills...; ...those pupils with completed art work and no overdue homework assignments...
- usually converts nouns or adjectives into verbs: e.g. example into exemplify; class into classify; magnet into magnetise; orchestra into orchestrate
- usually uses prefixes to generate new verbs: e.g. disapprove; defuse, misunderstand, overestimate, recombine
- usually uses embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetic commas: e.g. The riverbank where we used to play was washed away in last week's flood.; Our teacher, whose special skill is playing the guitar, accompanied our song at leavers' assembly.; The school hall, which has become quite shabby, is being repainted over the summer holiday
- confidently uses modal verbs or adverbs to indicate degrees of possibility: e.g. might have done... could have acted... ought to have listened... should have known usually, frequently, probably, regularly, seldom, almost never
- confidently uses the present perfect form of verbs to mark relationships of time and cause and is usually able to choose to use the past perfect form to mark relationships of time and cause: e.g. She had known for some time that the money was missing but had hoped it would turn up
- uses the passive voice appropriately in independent writing such as writing up a science investigation: e.g. The temperature of the ice was measured at five-minute intervals or explaining a geographical phenomenon: e.g. Rocks are gradually worn down by rain and wind
- usually uses devices to build cohesion, including adverbials of time, place and number: e.g. linking ideas within and across paragraphs using later, nearby, secondly
- uses the semi-colon, colon and dash to mark the boundary between independent clauses
- uses the colon to introduce a list and semi-colons within lists.
- punctuates bullet points accurately
- uses hyphens to avoid ambiguity e.g. It's raining; I'm fed up; He opened the treasure chest: it was empty; a nail-biting moment; re-enter; re-interpret, re-invent
- usually selects appropriate grammar and vocabulary and is able to make choices to change and enhance meaning: e.g. choose the most appropriate word from a range of synonyms or newly acquired subject specialist vocabulary, ensuring precision or expressing nuances of meaning
- usually uses a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language: e.g. backing up choices with a dictionary check to ensure selected word is appropriate

AF5 Phonics and spelling (PS)

- spells most common ps, psy, gn and silent n words correctly: e.g. as left and government, environment
- Distinguishes and correctly spells most confusing pairs: e.g. at left and assent/ascent, decent/descent, compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophecy, morning/mourning
- draws on a wider range of known root words to correctly spell inflected words and other words related by meaning; operates some successful strategies for learning and recalling spelling of anomalous words: e.g. sounds the silent letters in tricky words like government, muscle, guarantee; uses knowledge of common letter strings in affixes and the rules for adding them; uses mnemonic as a last resort
- spells words with prefixes and suffixes with or without associated changes in spelling: e.g. legible, preference, dependable
- turns confidently and readily to the dictionary to find the initial letter of any word, using the guide words to fine tune their search to the third or fourth letter and beyond, then independently reads and understands the definition

AF6 Handwriting and presentation (HP)

- make choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy: e.g. chooses unjoined style for labelling a diagram or data, writing an email address or algebra
- selects the appropriate writing instrument: e.g. colour-coded markers for explaining keys on maps or labelling axes on a graph and is increasing the pace of writing while sustaining neatness and legibility across longer passages