

Writing Assessment

Name: \_\_\_\_\_

<b>Key</b>		<b>A:</b>	<b>B:</b>
<b>C:</b>	<b>D:</b>	<b>E:</b>	

<b>Working towards the expected standard</b>					
<b>Criteria:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<ul style="list-style-type: none"> <li>Write for a range of purposes</li> <li>Use paragraphs to organise ideas</li> <li>In narratives, describe settings and characters</li> <li>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings and bullet points)                             <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Commas for lists</li> <li>Apostrophes for contraction</li> </ul> </li> <li>Use punctuation mostly correctly:                             <ul style="list-style-type: none"> <li>Spell correctly most words from the Year 3/4 spelling list and some words from the Year 5/6 spelling list</li> <li>Write legibly (joining not necessary)</li> </ul> </li> </ul>					

<b>Working at the expected standard</b>					
<b>Criteria:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<ul style="list-style-type: none"> <li>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>in narratives, describe settings, characters and atmosphere</li> <li>integrate dialogue in narratives to convey character and advance the action</li> <li>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings and bullet points)</li> <li>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>use verb tenses consistently and correctly throughout their writing</li> <li>use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>maintain legibility in joined handwriting when writing at speed.</li> </ul>					

<b>Working at greater depth</b>					
<b>Criteria:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<ul style="list-style-type: none"> <li>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li> <li>distinguish between the language of speech and writing and choose the appropriate register</li> <li>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this                             <ul style="list-style-type: none"> <li>Colons (list / main clause)</li> <li>Semi-colons (list / main clause)</li> <li>Dashes / Brackets</li> <li>Hyphens</li> <li>When necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul> </li> <li>use the range of punctuation taught at KS2 correctly</li> </ul>					