

Name \_\_\_\_\_

Class \_\_\_\_\_

## Writing Assessment

Pupils who are not moving up to the next skills grid in our Writing Assessment due to their handwriting ability, can be moved up to the next skills grid based on teacher judgement. This may include a child with a physical need such as visual impairment or fine motor skills which inhibits them to control their pencil and write legibly.

1	Will tolerate hand manipulation.				
2	Will work with another to allow mark making using body parts or an implementer.				
3	Will attempt to mark make independently.				
4	Can recognise mark making materials.				
5	Can use and enjoys mark making materials.				
6	Can show some control in mark making.				
7	Can produce some recognisable letters.				
8	Can write initial letter of own name.				
9	Will attempt to 'write' things, including own name using random symbols.				
10	Can differentiate between different letters and symbols.				
11	Shows some awareness of sequencing letters.				
12	Will write own name with wrong letter formations or mixed lower/upper case.				
13	Can copy over/under a model.				
14	Can imitate adults' writing and understands the purpose of writing.				
15	Is aware of different purposes of writing.				
16	Can ascribe meaning to own mark making('reads' what has been 'written')				
17	Knows print has meaning and that, in English, is read from left to right and top to bottom.				
18	Can hold and use a pencil effectively.				
19	Can write single letters or groups of letters which represent words.				
20	Is beginning to write coherent statements applying emerging phonic knowledge, although may have some errors in letter shapes.				
21	Can say what they want to write, speaking in clearly defined statements or sentences.				
22	Can spell some common, single syllable words correctly in writing, including many of the words in the Year R High frequency list and the Early Years Outcomes.				
23	Can write 3 or more simple statements that can be read without the child's help and that make sense, although the letter shapes and spelling may not be fully accurate.				

**4 = 3-5 5 = 6-8 6 = 8-17 7 = 18-21 8 = 21-23 (must include statements 22 and 23.)**

**If scoring 8 and statements of 22 and 23 are secure, assess against 9 - 13 expectations.**

**Essential entry to 9-13:** Can write 3 or more simple statements that can be read without the child's help and that make sense, although letter shapes and spelling may not be fully accurate.

Handwriting	1	Can form most letters clearly, although size and shape may be irregular.							
	2	Can show some control over letter size, shape and orientation in their writing.							
	3	Can attempt to make handwriting legible and usually give letters a clear and regular size, shape and orientation.							
	4	Writing can be read without help from the child							
Purpose	5	Can use mainly simple words and phrase such as lists, stories, reports, recounts.							
Vocabulary	6	Can use appropriate vocabulary, (should be coherent and sensible) in more than three statements with phonetically plausible spellings and punctuation.							
Structure	7	Always leaves space between words.							
	8	Writes captions, labels and attempts other simple forms of writing (lists, stories, retell etc.).							
	9	Can say what writing says and means.							
	10	Can produce own ideas with writing with simple words and phrases.							
	11	Can show some control over word order producing logical statements.							
	12	Can compose and write a sequence of 3 or more sentences (may be more like spoken than written language/must not be a retell.)							
Technical Accuracy	13	Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only final full stop).							
	14	Can use ANY connective, (may only ever be 'and') to join two single clause sentences, thoughts, ideas etc.							
	15	Can show some awareness of sentence construction and usually use a capital letter and full stop.							
Spelling	16	Writes simple regular words, some spelt correctly.							
	17	Begins to make phonic attempts at words.							
	18	Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words ('it', 'on', 'up'), CVC words ('cat', 'mum') and high frequency words 'the', 'I', 'in') are usually correct or phonetically plausible.							
	19	Can spell most common words correctly (most R/Y1 High Frequency words and the words on Year 1 list in the N.C. appendix 1).							
	20	Can make recognisable attempts at spelling words not known, (almost all decodable without the child's help). (If all are spelt correctly, tick the criteria so as not to penalise the child).							
	21	Can use logical phonic strategies when trying to spell unknown words in more than three statements.							

**9 = 7-9   10 = 10-12   11 = 13-15   12 = 16-18   13 = 19-21**

If scoring 19+, assess against **14 - 16** expectations.

**Essential entry to 14 – 16** : Can produce a paragraph or more of developed ideas independently, that can be read without help from the child (may be more like spoken than written language/must not be a retell).

Handwriting	1	Can control use of ascenders/descenders and upper/lower case letters in legible handwriting.							
	2	Can use accurate and consistent handwriting (in print at a minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).							
Purpose	3	Can write in three or more text forms or genres with reasonable accuracy. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know these three.							
	4	Can usually sustain narrative and non-narrative forms (can write at length, staying on task – in a longer piece of writing)							
	5	Can match organisation to purpose (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices and beginnings of paragraphs).							
	6	Can make writing lively and interesting (e.g. consciously uses humour, varies sentence length or uses punctuation to create effect etc.).							
Vocabulary	7	Can use some descriptive language e.g. to indicate colour, size, emotion.							
	8	Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose rather than using a familiar one e.g. a title 'Big Billy Goat Gruff').							
Structure	9	Can communicate ideas and meaning confidently in a series of sentences (may not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing, at least a paragraph in length.							
	10	Can vary the structure of sentences to interest the reader (manipulated sentences e.g. questions, direct speech or opening with a subordinate clause/adverbial)							
	11	Can link ideas and events, using strategies to create 'flow' (e.g. last time, also, after, then, soon, at last, and another thing...).							
Technical Accuracy	12	Can usually structure basic sentences, including full stops followed by capital letters in a longer piece of writing.							
	13	Can use conjunctions other than 'and' to join 2 or more single clause sentences, thoughts or ideas etc. (e.g. but, so, then, or, when, if, that, because).							
	14	Can use a range of punctuation, mainly correctly, including at least 3 of the following: full stop and capital letter; exclamation mark; question mark; commas in a list; apostrophe for simple contraction and for singular possession e.g. 'John's dog...', 'The cat's bowl...'. Uses past and present tenses correctly.							
	15								
Spelling	16	Can spell most common words correctly and most of the Year R, 1 & 2 High Frequency words and the Year 1 & 2 words in the NC Appendix 1).							
	17	Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words and most high frequency words with growing accuracy eg simple CVCC words or CCVC monosyllabic words and high frequency words.							

**14 = 6-9    15 = 10-13    16 = 14-17**

**If scoring 15+, assess against 17 - 21 expectations.**

**Essential entry level to 17 - 21:** Basic sight vocabulary/common monosyllabic words; range of phonic structures/strategies: neat, accurate and regular sized cursive writing: can write close to a side of A4 paper or more: correct use of full stop; correct grammatical structures.

Handwriting	1	Is beginning to join their handwriting.							
	2	Can write neatly, legibly and accurately.							
	3	Write legibly e.g. may choose to join letters, beginning to develop own handwriting style.							
Purpose	4	Can adapt chosen form to the audience (e.g. provide information about characters or setting, make a series of points).							
	5	Sometimes adapt writing style to match purpose and audience eg with prompts can choose style for a familiar writing purpose (letter, email, newspaper) and begin to use formal/informal language, but not consistently.							
	6	Can use a range of chosen forms appropriately and consistently. If the writing is a genre other than narrative, simple report or recount of a known story this can't be ticked. If another genre it can be as they will already know those three.							
	7	Is beginning to develop a sense of pace (lively and interesting).							
Vocabulary	8	Can use interesting and ambitious words sometimes (should be words not usually used by a child of that age and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').							
	9	Can choose words for variety and interest eg adjectives, adverbs, powerful verbs.							
	10	Can develop characters and describe settings, feelings and/or emotions etc.							
Structure	11	Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).							
	12	Can develop and extend ideas logically in sequenced sentences (may still be overly detailed or brief).							
	13	Can structure and organise work clearly (e.g. beginning, middle, end; letter structure).							
	14	Can begin to use paragraphs.							
	15	Sequence ideas logically eg sentences are usually grammatically correct.							
	16	Can extend sentences using a wider range of connectives to clarify relationships between points and ideas (e.g. when, because, if, after, while, also, as well).							
Grammar / Technical Accuracy	17	Can usually use correct grammatical structures in sentences (nouns and verbs agree).							
	18	Can use pronouns appropriately to avoid the awkward repetition of nouns.							
	21	Can use most punctuation accurately, including at least 3 of the following: full stop and capital letters, question mark, exclamation mark, comma, apostrophe.							
	22	Can use generalising words for style (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and/or modal verbs / the conditional tense (e.g. might do it; could rain; should win).							
Spelling	23	Can spell phonetically regular, or familiar common polysyllabic words accurately <i>and most or all of the Year 3 High Frequency Words and the Year 3 words or command digraphs 'wh' 'qu', 'sh', some high frequency words that do not conform to spelling patterns.</i>							

**17 = 6-9    18 = 10-13    19 = 14-17    20 = 18-20    21 = 21-23**

**If scoring 19+, assess against 22 - 24 expectations.**

**Essential entry level to 22 – 24 :** Can almost use correct grammatical structures; can almost always structure and punctuate sentences correctly. (.,?!,'); can use a range of connectives; can spell monosyllabic and common polysyllabic words correctly.

Handwriting	1	Can write neatly, legibly and accurately, mainly in a joined style.							
	2	Can usually join their handwriting.							
Purpose	3	Can write in a lively and coherent style.							
	4	Can write in a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked as pupils will already know those three. If any other genre, it can ticked.							
	5	Can produce thoughtful and considered writing (using simple explanation, opinion, justification and deduction).							
	6	Can select interesting strategies to move a piece of writing forward (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etc.).							
	7	Can advise assertively, although not confrontationally, in factual writing (e.g. An important thing to think about before deciding...; We always need to think about...).							
Vocabulary	8	Can use some appropriate interesting and ambitious words to engage the reader.							
	9	Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen e.g. emotion, suspense, adventure.							
Structure	10	Can organise ideas appropriately for both purpose and reader (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etc.).							
	11	Can use links to show time and cause.							
	12	Can begin to organise information and ideas into structures and sequences sentences and paragraphs for a specified purpose; introduction, body, conclusion.							
	13	Can develop ideas in creative and interesting ways.							
Technical Accuracy	14	Can use a wide range of punctuation accurately including at least 3 of the following: full stop and capital letters, question mark, exclamation mark, apostrophe and comma, mainly accurately.							
	15	Can use more sophisticated conjunctions (e.g. although, however, nevertheless, despite, contrary to, as well as etc.)							
	16	Can open sentences in a wide range of ways for interest and impact (e.g. adverbials, adverbs etc.).							
	17	Can use nouns, pronouns and tenses accurately and consistently throughout.							
	18	Can use apostrophes and/or inverted commas, mainly accurately (if direct speech is not appropriate to the task, apostrophes alone can score the tick).							
Spelling	19	Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.							

**22 = 6-10    23 = 11-15    24 = 16-19**

**If scoring 15+, assess against 25-26**

**25 - 26 expectations**

**Essential entry level to 25-26:** Can use nouns, pronouns and tenses accurately; can use a range of sentence punctuation accurately, (.,?'" ...); can use ambitious vocabulary.

Handwriting	1	Can write neatly, legibly and accurately usually maintaining a joined style							
	2	Can demonstrate a handwriting style which is fluent and legible.							
Purpose	3	Can use appropriate informal and formal styles with confidence (e.g. conversational, colloquial, dialectic, standard English).							
	4	Can select the correct genre for audience and purpose, and use it accurately.							
	5	Can use the passive voice for variety and to shift focus (e.g. the cake was eaten by the child).							
	6	Can use a range of narrative techniques with confidence, interweaving elements when appropriate (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).							
	7	Can use a range of devices to adapt writing to the needs of the reader (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents and bibliography).							
	8	Can show confident and established voice.							
Vocabulary	9	Can effectively select from a wide range of known imaginative and ambitious vocabulary eg indicate a change of pace/tone 'suddenly' adjectives 'dark, grimy room'.							
	10	Can use literary features to create effect (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).							
Structure	11	Can produce well-structured writing and organised writing using a range of conventions in layout.							
	12	Can use paragraphs consistently and appropriately.							
	13	Can use different techniques to conclude work appropriately (e.g. opinion, summary, justification, comment).							
	14	Can interweave implicit and explicit links between sections.							
Technical Accuracy	15	Can group things appropriately before or after a main verb (e.g. The books, the pens and the pencils were already on the table).							
	16	Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.							
	17	Can use multi-clause sentence structure appropriately.							
	18	Can use or attempt grammatically complex structures (e.g. expansion before and after the noun – The little, old man who lived on the hill..., ...by the lady who taught me the guitar; subordinate clauses – I felt better when...).							
	19	Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullet points, inverted commas, hyphen, brackets, colon or semi-colon).							
	20	Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).							
	21	Can vary sentence length and word order confidently to sustain interest (e.g. Having achieved your goals at such a young age, what motivates you to continue? Why fight on?).							
	22	Can use punctuation to show division between clauses to indicate, to vary pace, to create atmosphere or to subdivide (e.g. commas, colons, semicolons, dashes, ellipses).							
Spelling	23	Spell generally accurately, polysyllabic words that conform to patterns eg 'un, 'anti' and 'able', 'ed', 'less', consonant doubling, high/some medium frequency words.							

Handwriting	1	Can write neatly, legibly, accurately and fluently in a joined style.							
	2	Can adapt handwriting for a range of tasks and purposes, including for effect.							
Purpose	3	Can vary font for effect or emphasis when appropriate (print, italics or capitalisation). May only be one example.							
	4	Can use a range of techniques to interact or show awareness of audience of audience e.g. action, dialogue, quotation, aside, suspense, tension, comment.							
	5	Can write with confidence and imagination.							
	6	Can adapt writing for the full range of purposes, always showing awareness of audience and purpose.							
	7	Can consciously vary levels of formality according to purpose and audience.							
	8	Can sustain convincing viewpoint throughout the piece e.g. authoritative, expert, convincing portrayal of character, opposing opinions etc.							
	9	Can use 2 or more stylistic features to create effect within the text e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, elaboration, nominalisation, impersonal voice or universal appeal.							
Vocabulary	10	Can use a wide range of sophisticated connectives, including conjunctions, adverbs and prepositions to show time, cause, sequence and mode, often to open sentences.							
	11	Can use wide range of ambitious vocabulary accurately and precisely (should be words that are not usually used by a child of that age).							
Structure	12	Can open and close writing interesting, unusual or dramatic ways, when appropriate.							
	13	Can use a wide range of conventions appropriately to the context e.g. paragraphs, subheadings							
	14	Can use implicit links within text e.g. referring to a point made earlier or forward to more information and detail to come.							
	15	Sequence ideas often in a sustained, developed and interesting way eg grammatically complex and compound sentences to extend meaning, connectives to link ideas and paragraphs, evidence of a plan.							
Technical Accuracy	16	Can use the full range of punctuation, almost always accurately and precisely, including for sub-division, effect, listing, speech, parenthesis etc.							
	17	Can use clauses confidently and appropriately for audience and purpose.							
	18	Can group items for effect, before or after a verb.							
	19	Can use creative and varied sentence structure when appropriate, intermingling with simple structures for effect.							
	20	Can always use grammatically correct sentences, unless using dialect or alternative constructions consciously for effect.							
	21	Can intermingle a variety of sentence types, statements, commands, question, exclamations, asides, complex with simple plus effective placing of clauses.							
Spelling	22	Can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used less usual, ambitious words spelt correctly.)							