

Writing assessment guidelines: levels 1 and 2

Pupil name _____

Class/Group _____

Date _____

	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling	Handwriting and presentation
Level 2	<p>In some forms of writing:</p> <ul style="list-style-type: none"> some variation in sentence openings, e.g. <i>not always starting with name or pronoun</i> mainly simple sentences with <i>and</i> used to connect clauses past and present tense generally consistent 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> clause structure mostly grammatically correct sentence demarcation with capital letters and full stops usually accurate some accurate use of question and exclamation marks, and commas in lists 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> some basic sequencing of ideas or material, e.g. <i>time-related words or phrases, line breaks, headings, numbers</i> openings and/or closings sometimes signalled 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> ideas in sections grouped by content, some linking by simple pronouns 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> mostly relevant ideas and content, sometimes repetitive or sparse some apt word choices create interest brief comments, questions about events or actions suggest viewpoint 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> some basic purpose established, e.g. <i>main features of story, report</i> some appropriate features of the given form used some attempts to adopt appropriate style 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> simple, often speech-like vocabulary conveys relevant meanings some adventurous word choices, e.g. <i>opportune use of new vocabulary</i> 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> usually correct spelling of: <ul style="list-style-type: none"> high frequency grammatical function words common single-morpheme content/lexical words likely errors: <ul style="list-style-type: none"> inflected endings, e.g. <i>past tense, plurals, adverbs</i> phonetic attempts at vowel digraphs 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words
Level 1	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> reliance on simple phrases and clauses some sentence-like structures formed by chaining clauses together, e.g. <i>series of ideas joined by repeated use of 'and'</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> mostly grammatically accurate clauses some awareness of use of full stops and capital letters, e.g. <i>beginning/end of sentence</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> some formulaic phrases indicate start/end of text, e.g. <i>once upon a time, one day, the end</i> events/ideas sometimes in appropriate order, e.g. <i>actions listed in time sequence, items numbered</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> simple connections between ideas, events, e.g. <i>repeated nouns, pronouns relate to main idea</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> basic information and ideas conveyed through appropriate word choice, e.g. <i>relate to topic</i> some descriptive language, e.g. <i>colour, size, simple emotion</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> some indication of basic purpose, particular form or awareness of reader, e.g. <i>story, label, message</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> mostly simple vocabulary communicates meaning through repetition of key words 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> usually correct spelling of simple high-frequency words phonetically plausible attempts at words with digraphs and double letters sufficient number of recognisable words for writing to be readable, including, e.g. <i>use of letter names to approximate syllables and words</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> most letters correctly formed and orientated spaces between words upper and lower case sometimes distinguished use of ICT, e.g. <i>use keyboard to type own name</i>
BL									
IE									

Overall assessment (tick one box only)

Low 1

Secure 1

High 1

Low 2

Secure 2

High 2