

Lancashire Primary Strategy: Literacy



*Assessment and Progression
in Writing Skills*

Revised October 2007

Produced by the Lancashire Literacy Team

Directorate for Children and Young People



ASSESSMENT AND PROGRESSION IN WRITING SKILLS

Some ideas on how to use this booklet

This booklet has suggested guidelines for the guided writing sessions to help teacher monitor children's progress through National Curriculum levels and can help provide summative and formative assessment. It is intended to give guidelines only and can be used to inform future short term planning. It is a useful tool for target setting and plotting the progress of groups of children. It would be recommended that reading and writing is linked and that the skills are not considered in isolation.

- The booklet contains level descriptors taken from the National Curriculum Levels.
- Each level has been differentiated to give some guidelines for progress within each level.
- The purpose of this is to help teachers in their target setting for groups of children.
- Teachers can use the information to assess the writing level of groups of children and from this develop the next targets on which to base their teaching.
- The guided sessions can be used as a focus for this teaching, helping to move children through to the next level.
- The information gained may also be used to inform shared reading and writing sessions.

Aspects of Writing to be Assessed

1. Write imaginative, interesting and thoughtful texts
2. Produce texts which are appropriate to task, reader and purpose
3. Organise and present whole texts effectively, sequencing and structuring information, ideas and events.
4. Construct paragraphs and use cohesion within and between paragraphs
5. Vary sentences for clarity, purpose and effect
6. Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences
7. Select appropriate and effective vocabulary
8. Use correct spelling

Assessment focuses

Sentence structure and punctuation

- ◆ Vary sentences for clarity, purpose and effect
- ◆ Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

Text structure and organisation

- ◆ Organise and present whole texts effectively, sequencing and structuring information, ideas and events
- ◆ Construct paragraphs and use cohesion within and between paragraphs

Composition and effect

- ◆ Write imaginative, interesting and thoughtful texts
- ◆ Produce texts which are appropriate to task, reader and purpose
- ◆ Select appropriate and effective vocabulary

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Early Years Foundation Stage

Names:							
22 - 36 months	<ul style="list-style-type: none"> ▪ Distinguish between the different marks they make. 						
	<ul style="list-style-type: none"> ▪ Begin to show some control in their use of tools and equipment. 						
30 - 50 months	<ul style="list-style-type: none"> ▪ Sometimes give meaning to marks as they draw and paint. 						
	<ul style="list-style-type: none"> ▪ Ascribe meaning to marks that they see in different places. 						
	<ul style="list-style-type: none"> ▪ Draw lines and circles using gross motor movements. 						
40 - 60 months	<ul style="list-style-type: none"> ▪ Hear and say the initial sound in words and know which letters represent some of the sounds. 						
	<ul style="list-style-type: none"> ▪ Begin to break the flow of speech into words. 						
	<ul style="list-style-type: none"> ▪ Use writing as a means of recording and communicating. 						
	<ul style="list-style-type: none"> ▪ Begin to use anticlockwise movement and retrace vertical lines. 						
	<ul style="list-style-type: none"> ▪ Begin to form recognisable letters. 						

Teacher Notes:

- Columns are not necessarily completed at one session. Boxes can be ticked when behaviours are observed and teaching points noted.
- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Early Learning Goals

Names:						
Hear and say initial and final sounds in words, and short vowel sounds within words						
Link sounds to letters, naming and sounding the letters of the alphabet						
Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words						
Attempts writing for different purposes, using features of different forms, such as lists, stories and instructions						
Write their own name and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation						
Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed						

Teacher Notes:

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- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

Names:						
<i>Sentence structure and punctuation</i>						
• Simple words and phrases are written.						
• Begin to be aware of how full stops are used in writing or reading.						
• Punctuation may be used to mark the end of a line rather than a sentence.						
<i>Text structure and organisation</i>						
• Writing may need to be mediated to be understood.						
• Writing is orientated correctly, (top to bottom, left to right).						
• Begin to write in different forms; e.g. lists, captions, simple stories.						
<i>Composition and effect</i>						
• Recognisable letters and simple words and phrases are used to convey meaning						
• Produce ideas.						
<i>Spelling</i>						
• Can segment adjacent consonants in words and apply this in spelling.						
<i>Handwriting</i>						
• Letters have clear shape and orientation.						

Teacher Notes:

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Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

Names:						
<i>Sentence structure and punctuation</i>						
• Can compose a sentence orally and attempt to replicate it in writing.						
• Some use of capital letters.						
• Writing begins to show an awareness of how full stops are used.						
<i>Text structure and organisation</i>						
• Some ideas may be linked by 'and'.						
• Writing can generally be read without mediation.						
• Simple beginning, middle and end are becoming apparent.						
<i>Composition and effect</i>						
• Begin to use story language.						
• There may be some interesting and appropriate vocabulary linked to the context.						
<i>Spelling</i>						
• Begin to use alternative ways of spelling phonemes, e.g. that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'.						
• Know some words contain which spelling alternatives						
<i>Handwriting</i>						
• Write most letters, correctly formed. Spacing may be irregular						

Teacher Notes:

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Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

L1a

Names:						
<i>Sentence structure and punctuation</i>						
• Can write a simple sentence that makes sense.						
• Uses full stops and capital letters more consistently.						
<i>Text structure and organisation</i>						
• Ideas are sequenced appropriately, with a beginning, middle and an end or instructions in the correct order.						
• Writing can be read without mediation.						
• Information labelled appropriately.						
<i>Composition and effect</i>						
• Pupils use appropriate vocabulary, making choices between alternatives supplied, e.g. word banks.						
<i>Spelling</i>						
• Recognise and use alternative ways of spelling the phonemes.						
• Know words contain which spelling alternatives						
<i>Handwriting</i>						
• Write most letters, correctly formed and orientated.						
• Write with spaces between words accurately						

Teacher Notes:

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Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

L2c

Names:						
<i>Sentence structure and punctuation</i>						
▪ Simple and compound sentences are used.						
▪ Some sentences demarcated with capital letters and full stops.						
▪ Some evidence of the use of other punctuation.						
<i>Text structure and organisation</i>						
▪ Writing begins to show characteristics of chosen form based on the structure of known texts.						
▪ Write chronological and non-chronological texts using simple structures.						
<i>Composition and effect</i>						
▪ Consider and select from alternative word choices related to the subject matter.						
▪ Words chosen for effect.						
<i>Spelling</i>						
▪ Recognise and use alternative ways of spelling the phonemes.						
▪ Know words contain which spelling alternatives						
<i>Handwriting</i>						
▪ Write with spaces between words accurately						

Teacher Notes:

- Columns are not necessarily completed at one session. Boxes can be ticked when behaviours are observed and teaching points noted.
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Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

L2b

Names:						
<i>Sentence structure and punctuation</i>						
<ul style="list-style-type: none"> • Uses a range of connectives to make a compound sentence e.g. <i>and, but because</i>. 						
<ul style="list-style-type: none"> • Full stops and capital letters and questions marks are used more consistently. 						
<i>Text structure and organisation</i>						
<ul style="list-style-type: none"> • Organisation reflects the purpose of the writing, e.g. Instructions. 						
<ul style="list-style-type: none"> • Some use of basic layout conventions are used. 						
<ul style="list-style-type: none"> • Use connectives that signal time, e.g. <i>then, after, before, meanwhile</i>. 						
<i>Composition and effect</i>						
<ul style="list-style-type: none"> • Variation in word choices, some of which is ambitious. 						
<ul style="list-style-type: none"> • Detail is used to engage the reader. 						
<i>Spelling</i>						
<ul style="list-style-type: none"> • Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns 						
<i>Handwriting</i>						
<ul style="list-style-type: none"> • Write legibly, using upper and lower case letters appropriately within words, and observing 						
<ul style="list-style-type: none"> • correct spacing within and between words 						

Teacher Notes:

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Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

L2a

Names:						
<i>Sentence structure and punctuation</i>						
<ul style="list-style-type: none"> ▪ Begins to use subordination, e.g. <i>if, so, while, though</i> and <i>since</i>. 						
<ul style="list-style-type: none"> ▪ Use of question marks, and commas to separate items in a list. 						
<i>Text structure and organisation</i>						
<ul style="list-style-type: none"> ▪ Use appropriate language and structures for the text-form. 						
<ul style="list-style-type: none"> ▪ Pupils start to show awareness of paragraphs. 						
<ul style="list-style-type: none"> ▪ Appropriate presentational features selected to suit particular writing purpose on paper and on screen. 						
<i>Composition and effect</i>						
<ul style="list-style-type: none"> ▪ Sustain form in narrative, including use of person and time. 						
<ul style="list-style-type: none"> ▪ Make adventurous word and language choices appropriate to the style and purpose of the text. 						
<i>Spelling</i>						
<ul style="list-style-type: none"> ▪ Know how to tackle unfamiliar words that are not completely de-codable 						
<i>Handwriting</i>						
<ul style="list-style-type: none"> ▪ Form and use the four basic handwriting joins 						

Teacher Notes:

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- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

Names:						
<i>Sentence structure and punctuation</i>						
• Writing is generally composed in effective sentences which are grammatically correct.						
• Uses a range of connectives to signal time, e.g. <i>first, next, then, after a while, eventually</i> ; cause/reason, e.g. <i>because, so</i> .						
• Adds detail through noun phrases, e.g. <i>golden coins</i> ; and adverbs, e.g. <i>glistening brightly</i> .						
• Speech and exclamation marks attempted if appropriate.						
<i>Text structure and organisation</i>						
• In narrative, the main features of story structure are used to organise events – beginning, middle and end.						
• Story may not be balanced eg. long opening or events not developed						
• Endings may not bring story to a conclusion						
• In non-narrative, some basic layout features may be used.						
• There are some links between ideas but these may not be clear						
• Pupil starts to group related material into paragraphs.						

Teacher Notes:

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- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

<i>Composition and effect</i>						
• Use a range of verbs and adjectives for impact.						
• Select nouns to be specific, e.g. poodle rather than dog.						
• Use terminology appropriate to text-type.						
• Attempts to engage reader through detail or word choices.						
<i>Spelling</i>						
• Can attempt familiar words using a range of strategies.						
• High and medium frequency words are spelt correctly.						
• Prefixes and suffixes are spelt correctly when used.						
<i>Handwriting</i>						
• Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins.						

Teacher Notes:

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- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

L3b

Names:						
<i>Sentence structure and punctuation</i>						
• Writing is composed in effective sentences, grammatically correct.						
• Varied sentence structure used to clarify meaning; point of view; reflect text-form.						
• Accurate use of sentence punctuation.						
• Begins to use commas to mark clauses.						
• Uses apostrophe for possession.						
• Speech and exclamation marks used accurately						
<i>Text structure and organisation</i>						
• In narrative, pupils use beginning, middle and end in which events are sequenced logically and the main conflict is resolved.						
• The story is balanced and there is an attempt to create pace						
• In non narrative, the layout attempts to organise key elements.						
• Related material is grouped into paragraphs						
• Connectives are used to create cohesion between paragraphs						

Teacher Notes:

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- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

<i>Composition and effect</i>						
<ul style="list-style-type: none"> ▪ Select and use a range of technical and descriptive language. 						
<ul style="list-style-type: none"> ▪ Vary the use of verbs and adjectives to achieve impact. 						
<ul style="list-style-type: none"> ▪ Adverbs are used to add detail to actions. 						
<ul style="list-style-type: none"> ▪ The beginnings of a conscious written style are evident, e.g. directly addressing the reader. 						
<i>Spelling</i>						
<ul style="list-style-type: none"> ▪ Can spell common homophone. 						
<ul style="list-style-type: none"> ▪ Can apply common spelling rules. 						
<ul style="list-style-type: none"> ▪ Can use a range of strategies to attempt new and irregular word. 						
<i>Handwriting</i>						
<ul style="list-style-type: none"> ▪ Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins. 						

Teacher Notes:

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- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

Names:						
<i>Sentence structure and punctuation</i>						
• Attempts to manipulate sentences for effect using a variety of appropriate structures.						
• Tense mostly accurate.						
• Use of first or third person is mostly consistent.						
• Apostrophes used for contraction, e.g. <i>do not - don't, it is - it's</i>						
<i>Text structure and organisation</i>						
• Text is organised into paragraphs to distinguish between different information, events or processes.						
• Narrative events are well paced.						
• Adverbs and conjunctions are used to establish cohesion within paragraphs.						
• Write narrative with a build up and complication that leads towards a defined ending using a paragraph for each.						

Teacher Notes:

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Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

<i>Composition and effect</i>						
<ul style="list-style-type: none"> ▪ Most features of appropriate text-type are executed with increasing confidence. 						
<ul style="list-style-type: none"> ▪ Carefully selected detail is included to support purpose and engage reader's interest. 						
<ul style="list-style-type: none"> ▪ Some vocabulary is chosen to add interest or clarity or to introduce opinion or persuasion. 						
<ul style="list-style-type: none"> ▪ In narrative, a range of devices are used to describe settings. 						
<ul style="list-style-type: none"> ▪ Characters are created with some interaction of description and feeling. 						
<ul style="list-style-type: none"> ▪ Word use is lively and imaginative intended to amuse, entertain, etc. 						
<i>Spelling</i>						
<ul style="list-style-type: none"> ▪ Can confidently use a range of strategies to spell unfamiliar and irregular words. 						
<i>Handwriting</i>						
<ul style="list-style-type: none"> ▪ Write consistently with neat, legible and joined handwriting. 						

Teacher Notes:

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- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

Names:						
<i>Sentence structure and punctuation</i>						
• Complex sentences used appropriate to text-form/s.						
• Pronouns are used to avoid repetition.						
• Appropriate word order selected for interest, precision, clarity or economy.						
• Dialogue layout and punctuation accurate.						
<i>Text structure and organisation</i>						
• Begin to experiment with the order of sections and paragraphs to achieve different effects						
• In narrative, attempts are made to vary the pace						
• Some appropriate layout features are used to enhance organisation.						
• Causal and logical connectives are used in addition to those that signal time, e.g. <i>however, therefore.</i>						

Teacher Notes:

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Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

<i>Composition and effect</i>						
▪ Settings are described in some details.						
▪ Characters are developed through description and/or dialogue.						
▪ Writing is lively to interest, inform or engage the reader.						
▪ Pace is varied to develop the viewpoint.						
▪ Significant interaction between characters using action or dialogue.						
▪ Well chosen and effective vocabulary is sometimes used.						
▪ Appropriate written style is consistent.						
<i>Spelling</i>						
▪ Spelling is mostly accurate.						
▪ Can spell words with unstressed vowels, e.g. vegetable.						
▪ Can spell words using less common prefixes and suffixes, e.g. <i>cian</i>						
<i>Handwriting</i>						
▪ Write consistently with neat, legible and joined handwriting.						
▪ Handwriting adapted to suit purpose.						

Teacher Notes:

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- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

L4b

Names:						
<i>Sentence structure and punctuation</i>						
<ul style="list-style-type: none"> ▪ Varied sentence starter techniques used, e.g. <i>ing, ed, simile, adverbial</i>. 						
<ul style="list-style-type: none"> ▪ Use of subordinate clauses to add relevant detail to complex sentences. 						
<ul style="list-style-type: none"> ▪ Extended noun phrases are used to add detail, e.g. <i>olden coins glistening brightly; flickering candle-light</i>. 						
<ul style="list-style-type: none"> ▪ Tense and person are accurate and consistent with noun verb agreement. 						
<ul style="list-style-type: none"> ▪ Beginning to show an awareness of the difference between spoken and written language reflected in use of dialogue. 						
<ul style="list-style-type: none"> ▪ Accurate use of commas to demarcate clauses. 						
<i>Text structure and organisation</i>						
<ul style="list-style-type: none"> ▪ Ideas are sustained and some are developed within and between paragraphs or sections 						
<ul style="list-style-type: none"> ▪ Layout is appropriate and supports the purpose 						
<ul style="list-style-type: none"> ▪ Use of paragraphs of varying length to achieve pace and emphasis, and to structure the plot. 						
<ul style="list-style-type: none"> ▪ Paragraphs used to signal a change of time, scene, action, mood or person. 						
<ul style="list-style-type: none"> ▪ Use varied structures to shape and organise text coherently. 						

Teacher Notes:

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- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

<i>Composition and effect</i>						
<ul style="list-style-type: none"> ▪ Main ideas are sustained and developed in a logical way. 						
<ul style="list-style-type: none"> ▪ Information is clearly presented, including detail to add interest, persuade, etc. 						
<ul style="list-style-type: none"> ▪ Uses different narrative techniques to engage and entertain the reader. 						
<ul style="list-style-type: none"> ▪ Pace is varied and the viewpoint consistent. 						
<ul style="list-style-type: none"> ▪ Appropriate tone and style is mostly consistent. 						
<ul style="list-style-type: none"> ▪ Characterisation is developed through dialogue. 						
<i>Spelling</i>						
<ul style="list-style-type: none"> ▪ Spelling is mostly accurate, including difficult and unfamiliar words. 						
<i>Handwriting</i>						
<ul style="list-style-type: none"> ▪ Write consistently with neat, legible and joined handwriting. 						
<ul style="list-style-type: none"> ▪ Handwriting adapted to suit purpose. 						

Teacher Notes:

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- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

Names:						
<i>Sentence structure and punctuation</i>						
<ul style="list-style-type: none"> ▪ Writes sentences in an appropriate and effective style in relation to text-form, audience and purpose, e.g. <i>pace, build-up suspense, draw the reader in with a question.</i> 						
<ul style="list-style-type: none"> ▪ Uses punctuation to clarify meaning in complex sentences. 						
<ul style="list-style-type: none"> ▪ Begins to use the full range of punctuation, e.g. <i>ellipsis, hyphen, brackets, colon, semi-colon.</i> 						
<i>Text structure and organisation</i>						
<ul style="list-style-type: none"> ▪ Use a range of connecting word and phrases appropriate to text-type. 						
<ul style="list-style-type: none"> ▪ Ideas are sustained and developed within and between paragraphs or sections. 						
<ul style="list-style-type: none"> ▪ Structure is well developed with clear evidence of the chosen form. 						
<ul style="list-style-type: none"> ▪ Characterisation is used to move the story forward. 						
<ul style="list-style-type: none"> ▪ A widening range of organisational or presentational elements may be included. 						

Teacher Notes:

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- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

 Group:

 Writing Level:

<i>Composition and effect</i>						
<ul style="list-style-type: none"> ▪ Elements of description, action and characterisation are well developed and may be interwoven. 						
<ul style="list-style-type: none"> ▪ Some experimentation with different techniques, e.g. Breaking conventions to achieve specific effects, e.g. one word sentences; starting with 'And'. 						
<ul style="list-style-type: none"> ▪ Vocabulary is appropriate to task, audience and purpose, chosen to convey shades of meaning. 						
<ul style="list-style-type: none"> ▪ Characters convey thoughts and emotions. 						
<ul style="list-style-type: none"> ▪ Confident use of grammar appropriate to text type. 						
<i>Spelling</i>						
<ul style="list-style-type: none"> ▪ Can use a range of strategies to spell words accurately. 						
<i>Handwriting</i>						
<ul style="list-style-type: none"> ▪ Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style. 						

Teacher Notes:

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- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

Names:						
<i>Sentence structure and punctuation</i>						
<ul style="list-style-type: none"> ▪ Uses sentence variation to contribute to the effectiveness of the writing. 						
<ul style="list-style-type: none"> ▪ Adverbials of place, e.g. <i>walked wearily into the deep, dark forest</i>; time, e.g. <i>in the blink of an eye</i>; or manner, e.g. <i>stomping angrily out of the room</i>; are used to add detail. 						
<ul style="list-style-type: none"> ▪ Pupil adapts conventions to achieve creative effect. 						
<ul style="list-style-type: none"> ▪ Uses the full range of punctuation appropriately. 						
<i>Text structure and organisation</i>						
<ul style="list-style-type: none"> ▪ Within paragraphs/sections a range of devices support cohesion e.g. secure use of pronouns, connectives 						
<ul style="list-style-type: none"> ▪ Non-fiction contains relevant introduction and clear presentation of information. 						
<ul style="list-style-type: none"> ▪ Events related logically so that writing is coherent and coverage is good. 						

Teacher Notes:

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Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

L5c (cont.)

<i>Composition and effect</i>						
<ul style="list-style-type: none"> ▪ Direct attempts to involve the reader. 						
<ul style="list-style-type: none"> ▪ Word choice supports purpose with increasing precision. 						
<ul style="list-style-type: none"> ▪ Textually appropriate writing style is shown through a range of sentences employed for specific effects. 						
<ul style="list-style-type: none"> ▪ Elements of description, action and characterisation are combined effectively. 						
<ul style="list-style-type: none"> ▪ The passive voice may be used to create suspense or for e.g. science reports. 						
<ul style="list-style-type: none"> ▪ Experiment with language, including the use of imagery, alliteration, rhythm and rhyme. 						
<ul style="list-style-type: none"> ▪ Colloquial narration directly to the reader may be used. 						
<i>Spelling</i>						
<ul style="list-style-type: none"> ▪ Can use a range of strategies to spell words accurately 						
<i>Handwriting</i>						
<ul style="list-style-type: none"> ▪ Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style. 						

Teacher Notes:

- Columns are not necessarily completed at one session. Boxes can be ticked when behaviours are observed and teaching points noted.
- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

Names:						
<i>Sentence structure and punctuation</i>						
<ul style="list-style-type: none"> ▪ Extends their use and control of complex sentences by deploying subordinate clauses effectively. 						
<ul style="list-style-type: none"> ▪ Punctuation is used to convey and clarify meaning and to integrate speech into longer sentences. 						
<ul style="list-style-type: none"> ▪ Punctuation used for effect as well as demarcation. <i>'No! Stop. . .'</i> 						
<i>Text structure and organisation</i>						
<ul style="list-style-type: none"> ▪ Development of ideas is managed across the text e.g. closing refers back to opening. 						
<ul style="list-style-type: none"> ▪ In non-chronological writing, introduce, develop and conclude paragraphs appropriately. 						

Teacher Notes:

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- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

 Group:

 Writing Level:

<i>Composition and effect</i>						
<ul style="list-style-type: none"> • The writer may comment upon the character's thoughts and feelings. 						
<ul style="list-style-type: none"> • The reader's interest is maintained through use different narrative techniques. 						
<ul style="list-style-type: none"> • Vocabulary is varied and appropriate including use of specific and technical words to enhance precision and economy. 						
<ul style="list-style-type: none"> • Style gives shape to the piece. 						
<ul style="list-style-type: none"> • Vocabulary is chosen to reflect shades of meaning, e.g. <i>irritated, angry, furious, apoplectic</i>. 						
<i>Spelling</i>						
<ul style="list-style-type: none"> • Can use a range of strategies to spell words accurately 						
<i>Handwriting</i>						
<ul style="list-style-type: none"> • Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style. 						

Teacher Notes:

- Columns are not necessarily completed at one session. Boxes can be ticked when behaviours are observed and teaching points noted.
- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

Names:						
<i>Sentence structure and punctuation</i>						
• Sentence structures are chosen to have a specific effect upon the reader.						
• Conventions are broken in order to achieve specific effects, e.g. starting a series of sentences with <i>and</i> to convey tedium or relentlessness						
• Tense manipulated for effect, e.g. diaries written in all three tenses, e.g. <i>When I woke this morning; As I write I can hear; Later on I shall . . .</i>						
<i>Text structure and organisation</i>						
• Layout is fully developed and appropriate. It supports the coherent organisation of ideas into paragraphs.						
• A range of devices is used within and between paragraphs to achieve cohesion.						

Teacher Notes:

- Columns are not necessarily completed at one session. Boxes can be ticked when behaviours are observed and teaching points noted.
- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

<i>Composition and effect</i>						
<ul style="list-style-type: none"> ▪ Appropriate style and form selected to suit specific purpose and audience, drawing on knowledge of different text types 						
<ul style="list-style-type: none"> ▪ The style of the piece demonstrates the writer's control over the language. 						
<ul style="list-style-type: none"> ▪ Varied vocabulary is used confidently to create effects. 						
<ul style="list-style-type: none"> ▪ Sustained awareness of the reader is shown. 						
<ul style="list-style-type: none"> ▪ Narrative theme is developed. 						
<ul style="list-style-type: none"> ▪ Informal or formal style is used and is consistent. 						
<i>Spelling</i>						
<ul style="list-style-type: none"> ▪ Can use a range of strategies to spell words accurately 						
<i>Handwriting</i>						
<ul style="list-style-type: none"> ▪ Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style. 						

Teacher Notes:

- Columns are not necessarily completed at one session. Boxes can be ticked when behaviours are observed and teaching points noted.
- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

Names:						
Demonstrates more controlled movements with a writing tool, with or without support.						
Imitates, traces, copies a range of pencil patterns with or without support.						
Produces some meaningful print, signs or symbols associated with own name.						
Traces and copies a range of letters, shapes or patterns.						
Traces and copies own name.						

Teacher Notes:

- Columns are not necessarily completed at one session. Boxes can be ticked when behaviours are observed and teaching points noted.
- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

Names:						
Places letters randomly on a page.						
Writes random strings of letters.						
Repeats a few known alphabet symbols frequently using letters from own name.						
Begins to copy print from environment.						
Can produce initial letter of own name.						

Teacher Notes:

- Columns are not necessarily completed at one session. Boxes can be ticked when behaviours are observed and teaching points noted.
- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

 Group:

 Writing Level:

Names:						
Shows an awareness of the beginnings of directionality, i.e. points to where print begins.						
Mixes letters, numerals and inverted letter shapes.						
Uses left to right and top to bottom conventions of print.						
Produces letter/word/symbols relating to own name.						
Able to produce familiar letters/words as required.						

Teacher Notes:

- Columns are not necessarily completed at one session. Boxes can be ticked when behaviours are observed and teaching points noted.
- Behaviours should be observed more than once before you make the decision that they are secure.

Writing Assessment and Progression Chart for Teaching, Monitoring and Assessment

Year:

Group:

Writing Level:

Names:						
Uses pictures/symbols to communicate meaning.						
Uses letters to communicate meaning.						
Aware of different purposes of writing, eg list letters.						
Uses familiar words for a variety of purposes, eg letter, story, message, diary.						
Writes names with appropriate use of upper/lower case letters.						
Writes names with appropriate use of upper/lower case letters.						

Teacher Notes:

- Columns are not necessarily completed at one session. Boxes can be ticked when behaviours are observed and teaching points noted.
- Behaviours should be observed more than once before you make the decision that they are secure.

Glossary

Simple sentence:	One clause. <i>It was late.</i>
Compound sentence:	Two or more clauses joined by e.g. <i>and</i> , <i>but</i> or <i>so</i> . The clauses are both/all main clauses. <i>It was late but I wasn't tired.</i>
Complex sentence:	Contains a main clause and one or more subordinate clauses. <i>Although it was late, I wasn't tired. My Gran, who is as wrinkled as a walnut, is one hundred years old.</i>
Connectives:	Join clauses or link sentences. (Connectives between and conjunctions within)
Subordinate clause:	Adds detail to a sentence but cannot stand alone; <i>Although it was late,</i>
Extended noun phrase:	A group of words that functions as a noun; <i>a lot of money; my younger sister; the best team in the world.</i>
Cohesion:	Grammatical features which enable the parts to fit together; i.e. connectives.
Coherence:	Ideas, relevant to the text, logically and consistently expressed.