

Assessing Pupils' Progress

Guide to assessment criteria: Writing

department for
education and skills



Name

	AF5 - vary sentences for clarity, purpose and effect.	AF6 - write with technical accuracy of syntax and punctuation...	AF3 - organise and present whole texts effectively...	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. <i>Handwriting and presentation</i>
Level 7	<p>Across a range of writing</p> <ul style="list-style-type: none"> variety of sentence types deployed judiciously across the text to achieve purpose and overall effect, with rare loss of control a range of features employed to shape/craft sentences that have individual merit and contribute to overall development of the text, eg <i>embedded phrases and clauses that support succinct explanation; secure control of complex verb forms; antithesis, repetition or balance in sentence structure</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> information, ideas and events skilfully managed and shaped to achieve intended purpose and effect, eg <i>introduction and development of character, plot, event, or the terms of an argument, are paced across the text</i> a variety of devices position the reader, eg <i>skilful control of information flow to reader; teasing the reader by drawing attention to how the narrative or argument is being handled</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> information, ideas and events skilfully managed and shaped to achieve intended purpose and effect, eg <i>introduction and development of character, plot, event, or the terms of an argument, are paced across the text</i> a variety of devices position the reader, eg <i>skilful control of information flow to reader; teasing the reader by drawing attention to how the narrative or argument is being handled</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> paragraphing across the text is integral to meaning and purpose, eg <i>paragraph length and complexity varied to match narrative pace or development of argument; varied devices to link or juxtapose paragraphs; paragraph structure repeated for effect</i> individual paragraphs shaped or crafted for imaginative or rhetorical effect, eg <i>last sentence echoing the first; lengthy single sentence paragraph to convey inner monologue</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> imaginative and generally successful adaptation of wide range of forms and conventions to suit variety of purposes and audiences, eg <i>deliberate reference to other texts or textual conventions for effect or emphasis</i> well judged, distinctive individual voice or point of view established and sustained throughout, eg <i>consistent handling of narrator's persona in fiction; well controlled use of original turns of phrase in formal discursive writing</i> generally successful and consistent control of appropriate level of formality and varied range of stylistic devices to achieve intended effect, eg <i>varying the level of formality within a piece for effect; direct address to the reader or taking the reader into their confidence</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> vocabulary consistently, often imaginatively, well matched to purpose and audience range of vocabulary generally varied and ambitious, often judiciously chosen 	<p>Across a range of writing</p> <ul style="list-style-type: none"> correct spelling throughout, including of ambitious or complex words 	
Level 6	<p>Across a range of writing</p> <ul style="list-style-type: none"> controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect confident use of a range of sentence features to clarify or emphasise meaning, eg <i>fronted adverbials ('Reluctantly, he...', 'Five days later, it...'), complex noun or prepositional phrases</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures, eg <i>only occasional comma splices; some use of semi-colons, not always accurate</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> material is clearly controlled and sequenced, taking account of the reader's likely reaction, eg <i>paragraphs of differing lengths, use of flashback in narrative, anticipating reader's questions</i> a range of features clearly signal overall direction of the text for the reader, eg <i>opening paragraphs that introduce themes clearly, paragraph markers, links between paragraphs</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> construction of paragraphs clearly supports meaning and purpose, eg <i>paragraph topic signalled and then developed, withholding of information for effect, thematic links between paragraphs</i> within paragraphs, cohesive devices contribute to emphasis and effect, eg <i>adverbials as sentence starters</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> imaginative treatment of appropriate materials, familiarity with conventions of a variety of forms, adapting them when needed to suit purpose and audience, not always successfully, eg <i>deliberate use of inappropriate register for humour, clear emphasis on narration rather than plot</i> across a range of writing, convincing, individual voice or point of view established and mostly sustained throughout, eg <i>authoritative expert view, convincing characterisation, adopting a role</i> across a range of writing, level of formality used for purpose and audience generally appropriate and a range of stylistic devices used to achieve effect, not always successfully, eg <i>controlled informality, generalisations or shifts between conversational style and more literary language</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> vocabulary chosen generally appropriate to purpose and audience range of vocabulary generally varied and often ambitious, even though choices not always apt 	<p>Across a range of writing</p> <ul style="list-style-type: none"> generally correct spelling throughout likely errors: <ul style="list-style-type: none"> occasional errors in ambitious or complex words 	
Level 5	<p>Across a range of writing</p> <ul style="list-style-type: none"> a variety of sentence lengths, structures and subjects provides clarity and emphasis wider range of connectives used to clarify relationship between ideas, eg <i>although, on the other hand, meanwhile</i> some features of sentence structure used to build up detail or convey shades of meaning, eg <i>variation in word order, modals in verb phrases</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> full range of punctuation used accurately to demarcate sentences, including speech punctuation syntax and punctuation within the sentence generally accurate including commas to mark clauses, though some errors occur where ambitious structures are attempted 	<p>Across a range of writing</p> <ul style="list-style-type: none"> material is structured clearly, with sentences organised into appropriate paragraphs development of material is effectively managed across text, eg <i>closings refer back to openings</i> overall direction of the text supported by clear links between paragraphs 	<p>Across a range of writing</p> <ul style="list-style-type: none"> paragraphs clearly structure main ideas across text to support purpose, eg <i>clear chronological or logical links between paragraphs</i> within paragraphs / sections, a range of devices support cohesion, eg <i>secure use of pronouns, connectives, references back in text</i> links between paragraphs / sections generally maintained across whole text 	<p>Across a range of writing</p> <ul style="list-style-type: none"> relevant ideas and material developed with some imaginative detail development of ideas and material appropriately shaped for selected form clear viewpoint established, generally consistent, with some elaboration, eg <i>some, uneven, development of individual voice or characterisation in role</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> main purpose of writing is clear and consistently maintained features of selected form clearly established with some adaptation to purpose appropriate style clearly established to maintain reader's interest throughout 	<p>Across a range of writing</p> <ul style="list-style-type: none"> vocabulary chosen for effect reasonably wide vocabulary used, though not always appropriately 	<p>Across a range of writing</p> <ul style="list-style-type: none"> correct spelling of: <ul style="list-style-type: none"> common grammatical function words consistently almost all inflected words most derivational suffixes, eg <i>-ion, -ize, -al/ial, -able/ible</i> most prefixes, eg <i>disappear, uncertain, exclaim</i> likely errors: <ul style="list-style-type: none"> occasional phonetically plausible spelling in content words, eg <i>accept, hungrey, teryfing</i> double consonants in prefixes, eg <i>irregular, unnecessary</i>
Level 4	<p>Across a range of writing</p> <ul style="list-style-type: none"> some attempt to vary length, structure and subject of sentences use of some subordinating connectives, eg <i>if, when, because</i> some variation, generally accurate, in tense and verb forms 	<p>Across a range of writing</p> <ul style="list-style-type: none"> sentences demarcated accurately throughout the text, including question marks speech marks to denote speech generally accurate, with some other speech punctuation commas used in lists and occasionally to mark clauses, although not always accurately 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ideas are organised by clustering related points or by time sequence ideas are organised simply with a fitting opening and closing, sometimes linked ideas or material generally in logical sequence but overall direction of writing often not clearly signalled 	<p>Across a range of writing</p> <ul style="list-style-type: none"> paragraphs / sections help to organise content, eg <i>main idea usually supported or elaborated by following sentences</i> within paragraphs / sections, limited range of connections between sentences, eg <i>over-use of 'also' or pronouns</i> some attempts to establish simple links between paragraphs / sections not always maintained, eg <i>firstly, next</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> relevant ideas and content chosen some ideas and material developed in detail, eg <i>descriptions elaborated by adverbial and expanded noun phrases</i> straightforward viewpoint generally established and maintained, eg <i>writing in role or maintaining a consistent stance</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> main purpose of writing is clear but not always consistently maintained main features of selected form are clear and appropriate to purpose style generally appropriate to task, though awareness of reader not always sustained 	<p>Across a range of writing</p> <ul style="list-style-type: none"> some evidence of deliberate vocabulary choices some expansion of general vocabulary to match topic 	<p>Across a range of writing</p> <ul style="list-style-type: none"> correct spelling of: <ul style="list-style-type: none"> most common grammatical function words, eg <i>you, because, although</i> most adverbs with -ly formation likely errors: <ul style="list-style-type: none"> homophones of common grammatical function words, eg <i>they're/their/there; of/have/off</i> occasional phonetically plausible spelling in content words, eg <i>board, accept, hungrey, teryfing</i> occasional inflected words, eg <i>-es, -ed, -ies, -ied, -er, -est, -ier, -iest, -ing</i>
Level 3	<p>In most writing</p> <ul style="list-style-type: none"> reliance mainly on simple sentences <i>and, but, so</i> are the most common connectives some limited variation in use of tense and verb forms, not always secure 	<p>In most writing</p> <ul style="list-style-type: none"> straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks comma splicing evident, particularly in narrative some, limited, use of speech punctuation 	<p>In most writing</p> <ul style="list-style-type: none"> some limited attempt to organise ideas with some related points placed next to each other openings and closings usually signalled some attempt to sequence ideas or material logically, not always successful 	<p>In most writing</p> <ul style="list-style-type: none"> some paragraphs / sections, often lacking internal structure, eg <i>one-sentence paragraphs or ideas randomly organised</i> within paragraphs / sections, some limited attempt to link sentences, eg <i>use of pronouns, often inconsistent, or of adverbials</i> movement between paragraphs/sections abrupt or disjointed 	<p>In most writing</p> <ul style="list-style-type: none"> some appropriate ideas and content included some attempt to elaborate on basic information or events, eg <i>nouns expanded by simple adjectives</i> attempt to adopt viewpoint, though often not maintained or inconsistent, eg <i>attitude expressed, but with little elaboration</i> 	<p>In most writing</p> <ul style="list-style-type: none"> some attempt to establish purpose, though often superficial some features of selected form are signalled to the reader some attempt to establish appropriate style but not always consistent or sustained 	<p>In most writing</p> <ul style="list-style-type: none"> simple, generally appropriate, vocabulary used, though often limited in range some attempt to use words for effect 	<p>In most writing</p> <ul style="list-style-type: none"> correct spelling of: <ul style="list-style-type: none"> sometimes, common grammatical function words, eg <i>with, could</i> likely errors <ul style="list-style-type: none"> frequent phonetically plausible spelling in content words, eg <i>view, receive, course, thought</i> frequently in inflected endings, eg <i>-es, -ed, -ies, -ied, -er, -est, -ier, -iest, -ing</i> Handwriting & pres legible style, shows accurate and consistent letter formation, sometimes joined
Level 2	<p>In some forms of writing</p> <ul style="list-style-type: none"> some variation in sentence openings, eg <i>not always starting with name or pronoun</i> mainly simple sentences with <i>and</i> used to connect clauses past and present tense and pronouns generally consistent 	<p>In some forms of writing</p> <ul style="list-style-type: none"> sentence 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 sequences of ideas or material, eg <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"> purpose established at general level, e.g. main features of story, report some appropriate features of the given form used some attempts to vary style, not sustained 	<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 	<p>In some forms of writing</p> <ul style="list-style-type: none"> high frequency, single morpheme words spelled correctly, e.g. grammatical function words and content, content words; was, when, once, all, our... Handwriting & pres letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters clear letter formation, with ascenders distinguished, generally upper and lower case letters not mixed within words

Overall assessment (tick one box only)

Low

Secure

High

Termly record of pupil progress (to sub-level)

Year group	Autumn term	Spring term	Summer term
Year 3			
Year 4			
Year 5			
Year 6			
Year 7			
Year 8			
Year 9			