English reading and writing

Making judgements with examples of children's work

SAMPLE MATERIAL PROVIDED FOR INFORMATION TO LOCAL AUTHORITY ADVISERS AND PRIMARY STRATEGY MANAGERS

March 2007

Health warning

This sample pack of materials is provided for your information only. The contents will be reviewed and updated in the summer term based on the outcomes of the 2006-7 pilot.

You are advised not to share these materials with your schools.

QCA Qualifications and Curriculum Authority

Primary National Strategy

Contents

1. Introduction to pupils T and Z

These files provide a selection of ongoing classroom work from two children to exemplify the MCP approach and show national standards in English reading and writing. Its purpose is to promote accurate assessment by giving guidance and acting as a resource and reference point for teachers:

- on assessing children's work
- on diagnosing children's strengths and weaknesses
- for training and professional development purposes.

The files exemplify the national curriculum level judgements that a teacher made about pupils T and Z, on the level 3 / level 4 boundary in year 5. The teachers judged Pupil T's attainment in reading to be secure level 4 and Pupil Z's attainment in writing to be secure level 3.
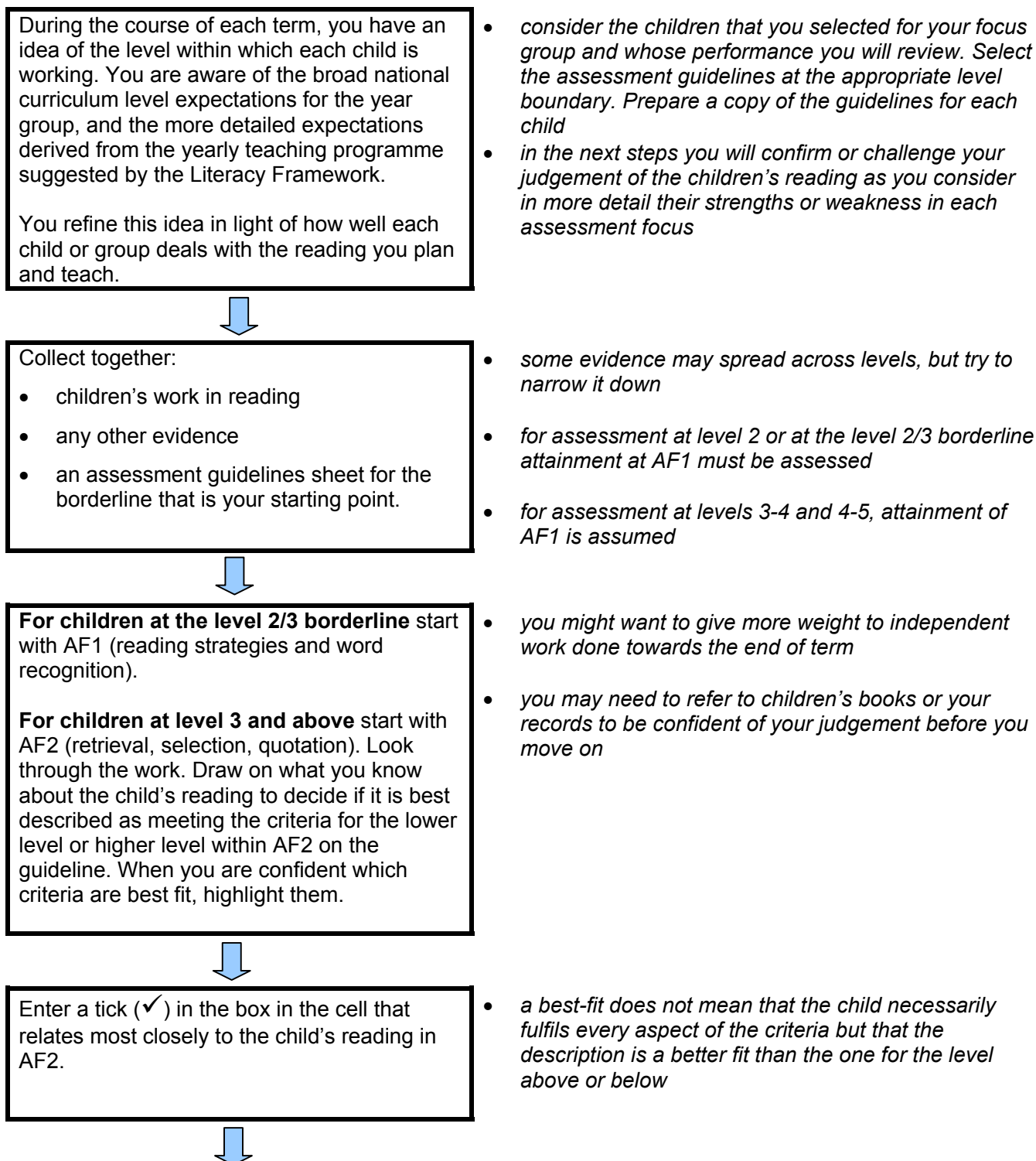
This is everyday classroom work produced during the summer term, from schools involved in the 2005-6 trial phase of MCP.

The files are comprised of a number of pieces of work. Some of the evidence is the child's written work, some of it is based on the teacher's knowledge of the child from working with them or observing them in class.

There are summary notes made by the teachers about what the children's range of work demonstrates in reading and writing. The amount of text around the work is more than a classroom teacher would be expected to record because this collection of work needs to stand alone, without the teachers being on hand to discuss what the evidence amounts to.

2. Making level judgements in reading

The flowchart below summarises the process teachers follow when they need to formalise their assessments of children's Reading into level judgements. This is the process Pupil T's teacher followed to make her judgements and complete the assessment guidelines.

During the course of each term, you have an idea of the level within which each child is working. You are aware of the broad national curriculum level expectations for the year group, and the more detailed expectations derived from the yearly teaching programme suggested by the Literacy Framework.

You refine this idea in light of how well each child or group deals with the reading you plan and teach.

- *consider the children that you selected for your focus group and whose performance you will review. Select the assessment guidelines at the appropriate level boundary. Prepare a copy of the guidelines for each child*
- *in the next steps you will confirm or challenge your judgement of the children's reading as you consider in more detail their strengths or weakness in each assessment focus*

Collect together:

- children's work in reading
- any other evidence
- an assessment guidelines sheet for the borderline that is your starting point.

- *some evidence may spread across levels, but try to narrow it down*
- *for assessment at level 2 or at the level 2/3 borderline attainment at AF1 must be assessed*
- *for assessment at levels 3-4 and 4-5, attainment of AF1 is assumed*

For children at the level 2/3 borderline start with AF1 (reading strategies and word recognition).

For children at level 3 and above start with AF2 (retrieval, selection, quotation). Look through the work. Draw on what you know about the child's reading to decide if it is best described as meeting the criteria for the lower level or higher level within AF2 on the guideline. When you are confident which criteria are best fit, highlight them.

- *you might want to give more weight to independent work done towards the end of term*
- *you may need to refer to children's books or your records to be confident of your judgement before you move on*

Enter a tick (✓) in the box in the cell that relates most closely to the child's reading in AF2.

- *a best-fit does not mean that the child necessarily fulfils every aspect of the criteria but that the description is a better fit than the one for the level above or below*

Repeat the process for AF3-7
i.e.
AF3 deduction, inference, interpretation
AF4 text structure, organisation
AF5 writer's use of language
AF6 purpose, viewpoint, effect
AF7 texts in context

For each AF in turn, as you reach a decision on whether the criteria that best fit are above or below the line, write '3' or '4' in the box the criteria for each AF.

- *try to be clear about the evidence – don't give 'the benefit of the doubt' too many times*

- *if you find you cannot make a judgement in any strand, use the 'insufficient evidence' box*

- *recording insufficient evidence has implications for planning*

- *if there is some evidence but not in your judgement enough to warrant highlighting of any of the criteria, tick the 'below-level' check box for the AF*

Now make an overall level judgement.
For **level 2**:
- all of AF1 & AF2, and
- some level 2 highlighting in AF3
For **level 3**
- '3s' for AF2 & AF3, and
- level 3 for at least one other AF
For **level 4**:
- '4s' for AF2 & AF3, and
- level 4 for at least one other AF
For **level 5**:
- '5s' for any four AFs provided that they have level 4 in AF3.

- *these acknowledge the particular importance of:*
    - *AF1 and AF2 at level 2*
    - *AF2 and AF3 at levels 3*
    - *AF3 at level 4.*

Consider how confident you are that the level has been achieved. Look across the AFs and decide whether the level is 'low', 'secure' or 'high'.

Tick the relevant box at the bottom of the page

- *if, across the AFs, all criteria for the level are highlighted, record a **high** level. If across the AFs, the criteria for the level are mostly highlighted then that level is likely to be **secure**. If there is highlighting above and below the line or the evidence is thin, then a **low** final level may be appropriate.*

Now review the judgements you have made and consider sources of information, or evidence, you could use to illustrate and support your judgements when you discuss them with colleagues as part of in-school moderation or in a meeting with the MCP moderator.

- *information to illustrate and support a judgement could include brief jottings about children's responses to reading, written work, your observations recorded as they worked, plans annotated with notes of where children exceeded or fell short of the planned outcomes, your recollections of classroom exchanges*

Keep the completed assessment guidelines with the selected information about children's work and any key examples.

- *the guidelines and information will be used in discussions with other teachers at in-school moderation events and with the MCP moderator*

- *the guidelines could also be used when you have discussions with the children about their progress and strengths and weaknesses in reading*

English Reading Exemplar

Pupil T

Year 5 Secure Level 4

Collection of T's work:

Zlata's diary - written comprehension questions

Two guided reading sessions - information, persuasive and narrative texts

Booklet on rivers following own research

Zoos Back To Nature - Guided reading

Building a picture through teacher observation

Assessment opportunity 1
Zlata's diary - written comprehension questions

During classwork on different diary writing, T completed some written comprehension questions based on *Zlata's Diary* in which the young author (Zlata Filipovic), recounts her daily life in war-torn Sarajevo in the early 1990's.
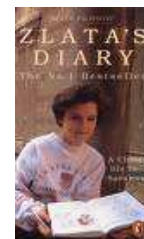
Q1. How does Zlata feel about the war? What words tell you this?

T'S RESPONSE:
Zlata wishes it would stop and that her mommy and daddy were happy again. It says they used to be cheerful. It also says that life is disappearing because the children are not like children. (AF2L4b1)

Q2. What is the popular term for politicians and why do you think they are called this?

T'S RESPONSE:
The popular term is kids because they can never agree with each other like children do. They never agree so the war goes on. (AF2L4b1)

Q3. Does Zlata feel really safe in her flat? How do you know?

T'S RESPONSE:
She feels safe when she's in the corner of a room but she says that she does not like to go near the windows maybe this is because of guns and for safety. People are shooting from the hills. If there is shooting they have to go to the cellar, it is the only place. (AF3 L4b2)

Q4. What words tell you that Zlata is optimistic that the war will end and things will go back to normal?

T'S RESPONSE:
She says that the guns are dieing down so that means that it must be getting calmer if there is less shooting. She also says that when it all stops they might go back to the usual things. (AF3L4b1)

This group of comprehension questions mainly requires the selection of information from different parts of the text (AF2) and T shows that he can do this without difficulty. He gives relevant answers, in clear, summary form (AF2L4). While not directly quoting from the text, his responses indicate sound understanding of its key themes. Where the task presents opportunities for exploring other aspects of reading, T shows some inferential abilities also (AF3L4b1).

Assessment opportunities 2 and 3
Two guided reading sessions - information, persuasive and narrative texts

The teacher used several guided reading sessions to make brief notes of what T said. The group read and discussed an information text: *How things happen in nature: Icebergs,* compared persuasive advertisements about dog food, and explored the ways characters were portrayed in 2 novels by Roald Dahl, *The Magic Finger* and *Charlie and the Chocolate Factory.* In each session, the teacher guided the discussion to elicit evidence of one or two relevant AFs.

How Things Happen In the Natural World: Icebergs

TEACHER'S QUESTION:
How does the writer present information about icebergs in ways that help the reader?

T'S COMMENTS:
"I think the information about icebergs is really interesting. It was split into short bits with headings which made it fun to read and easy to find things. I will use these ideas in my book. I liked the way the animals were put on the map. The instructions to make icebergs were set out very clearly-step by step and in a list and numbers to show what to do".

> Identifies a number of organisational features, simple links to purpose and readability
> AF4L4b2

Let Me Persuade You …

TEACHER'S QUESTION:
Which of the advertisements is the more successful?

T'S COMMENTS:
"When you look at the Full Of Beans advert, it makes you think the dog food is good for you. The Best Friend advert kind of makes you think that the dog will be your best friend, but food won't do that. Bit it is still the better advert because it is better laid out to read and attracts your attention. The Full of Beans advert is not so interesting"

> Able to identify strength of presentational features while critiquing content (AF4L4b1), but he does acknowledge the effect that the text has on the reader
> AF6 L4b3
>
> Basic organisational features are referred to but with little comment as to their structural benefit in the "Best Friend" text
> AF4L3b1
>
> Aware of similarities between texts AF7L3b1

The Magic Finger

TEACHER'S QUESTION:
How do you think Mr & Mrs Greggs were feeling at this point in the story? (AF3, AF5)

> T'S COMMENTS:
> *"Mrs Greggs would be really frightened but she would try to be calm because you can tell that Mr Gregg is not one bit calm because of the way he keeps acting. Mrs Gregg has to save her children, not like Mr Gregg, you can tell he's shaking because he's got exclamation marks."*

> Relevant points selected to show the difference between the two characters, focus on character's behaviour AF3L4b2
>
> Further comment identifies uses of punctuation to develop character AF5L4b1

Charlie & The Chocolate Factory

TEACHER'S QUESTION:
How does Roald Dahl describe Willy Wonka? (AF5, AF6)

> T'S COMMENTS:
> *"In the story, you can tell what Willy Wonka is wearing because it tells you in lots of detail. Roald Dahl uses the word marvellously when he is talking about his eyes and the way he looks. Mind you, he does seem a bit strange - not many people dress like him"*

> Simple statements about impact of descriptive style and one repeated word (AF5L3b1) leading to personal reflection about character's distinct appearance AF6L3b1

In the course of these 4 guided reading sessions, T shows a number of strengths, touching the level 4 criteria in both AF4 and AF6. The context of rapid oral discussion perhaps works against quotation of the actual words of the text, but T's comments clearly link to the substance of what he is reading, and show some engagement with writer's purpose and use of language (AF5). However, the evidence for attainment in close reading of texts is a little patchy, suggesting a borderline level 4 judgement in AF3.

Assessment opportunity 4
Booklet on rivers following own research

Following a talk by the author Richard Brassey about techniques for writing information books, the class produced one of their own. T researched the Amazon for his booklet, working independently and compiling his own notes.
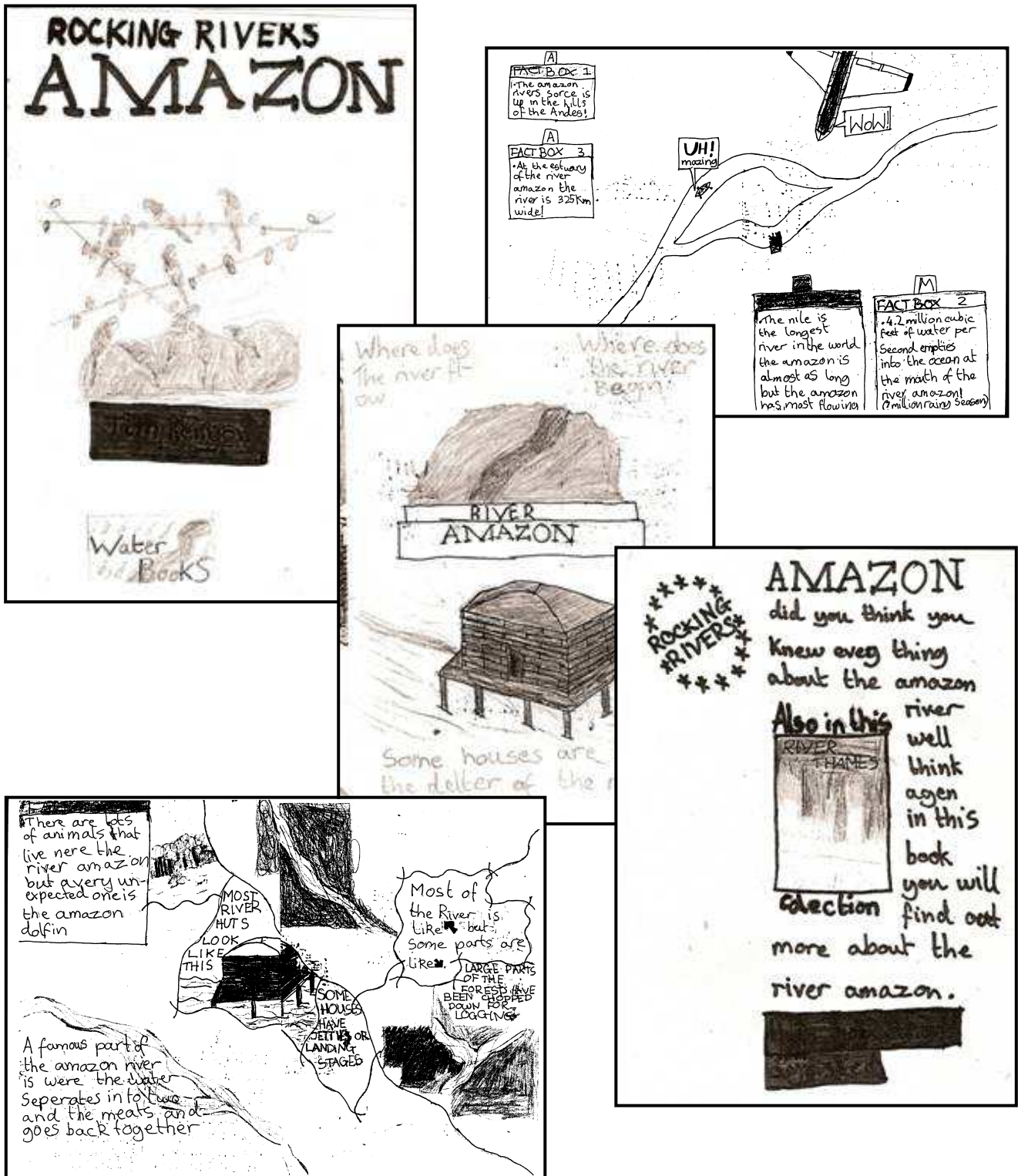
TEACHER'S QUESTION
Where did you find the information you needed for your booklet?

T'S COMMENTS:
 "I got the information about the Amazon from books in the library and made notes of the main facts I found, then I put them together to make my booklet."(AF2L4b1)

TEACHER'S QUESTION
Why did you decide to arrange your booklet this way?

T'S COMMENTS:
 "We had a talk from Richard Brassey, the author, and he told us about how he puts his books together. I looked at some of his books to see how they were laid out. They are fun books because the information is put with pictures and diagrams and not long pages of writing so you want to read them (AF6 L4b3). Some information books are boring but these are not (AF4L4b2, AF7L3b1)."

TEACHER'S QUESTION
How do you think this layout helps readers?

T'S COMMENTS:
 "The layout is clear to see and will make it more interesting for the reader, plus it has lots of good facts to give info." (AF4L4b1)

In researching and presenting information about his chosen river, T demonstrates achievement in reading as well as writing. Some of the evidence for reading is explicit: the various fact boxes show relevant selection and accurate retrieval of information (AF2L4b1). Evidence for some of other reading AFs is implicit in the way the booklet text is organised, where captions, layout and graphics suggest an understanding of the purpose of these presentational features (AF4L4b1) although his observations are not analytical. Additionally, the invention of an appropriate logo, series title and a back cover blurb indicate an awareness of the genre of information books (AF7L4b1). These understandings about what makes texts readable are borne out in the conversation between T and his teacher about the booklet.

Assessment opportunity 5
Zoos Back To Nature - Guided reading

The class teacher selected a text that would help provoke a definite attitude from the children towards the content, in this case whether animals should be kept in zoos. The children read an extract from the book *Zoos: Back To Nature*.
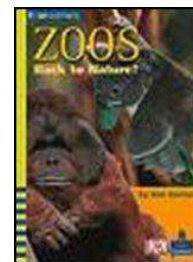
The class teacher focussed questioning on AF5 & AF6, noting responses from the conversation with and between the children.

> What type of book is it? How do you know? Read all of text from P.46 (AF6)
> > *T: immediately recognized the book as non-fiction*
>
> What do you think the writer's point of view is expressing? Is it a clear opinion? How do you know? (AF6)
> > *T: we need to keep animals "happy and healthy" in their natural environment but in zoos they breed better otherwise "there will be extinction*
> > *A discussion followed about the difference between fact and opinion.*
> > *T: we need all the facts before can make up our opinions*
>
> Who does the writer compare the animals to? How do we know this and how effective is the writer in getting across his viewpoint? (AF5/AF6)
> > *T: He compares the animals to humans so that you feel ashamed and angry and gives you a real motivation to do something. I feel like protesting, we could make banners and present our debate at the Lord Mayor's Chamber*
>
> Find some words/phrases that describe how the animals must have felt when put in cages or closed up (AF5/AF6)
> > *T: there are some very effective words such as "cramped", "tend not to breed" and "become overweight"*
> > *T:"First time……. touched a tree" makes you realize how unfair it is. "Metal bars" make you think of a prison .What are the animals punished for? Just so humans can look at them- that is not fair!*
>
> How does the presentation/layout help to persuade you to take notice? Why are speech marks used? (AF4)
> > *T: I like the way the words are highlighted for importance. The author gives dates and examples so that you know what he says is more real. Small paragraphs make it more easy to read and keep your attention. Speech marks make it seem more important and realistic. Nobody would say those words unless they believed them.*

Throughout the group discussion, T demonstrates that he can retrieve information from the text (AF2), making correct inferences and referring to the words used (AF3). He uses this information to make comments upon the writer's viewpoint and use of language (AF5/AF6). He is able to express his own point of view, demonstrating attainment across a number of assessment focuses at level 4.

Following the group discussion the children were asked to produce a flowchart to show their understanding of the author's argument.
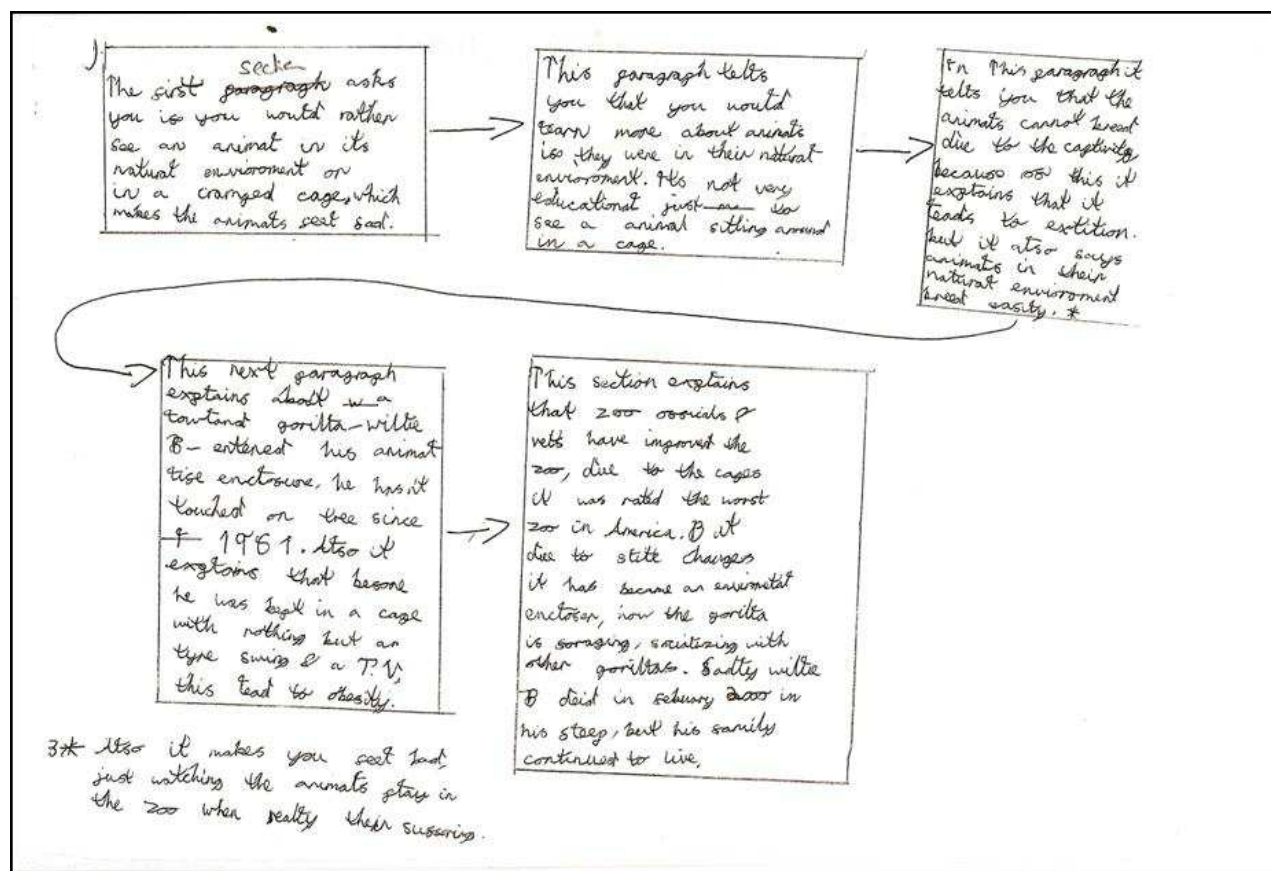
Each section of the flow chart recognises the purpose of each paragraph with clear reference to specific details within the text (AF6L4b1, AF2L4b1).

Within the flow chart is recognition that the writers words have make an impact/have an effect on the reader: "makes you feel bad".

T's written summary confirms that he can retrieve relevant information from a text and make appropriate comments based on evidence.

Assessment opportunity 6
Building a picture through teacher observation

As a way of keeping track of T's responses to a range of texts, over a period of time, the class teacher noted short relevant comments on post-its. She linked these to assessment focuses based on her overall planning.

The fact that she names characters Lottie and Charlie is that J. Wilson is trying to create an image of young independent women who are tomboys – able to look after themselves.

Indication of an awareness of the author's viewpoint through succinct, relevant statement.

EVIDENCE FOR AF6

- Read Newspaper article on Espresso News
- Commented on language to his partner
"... Disneys Discovery...
use of alliteration (AF5 L4) really makes you want to read on..." (AF2 L4)
- "Lets look at the orientation does it tell you how...."

Comments on the writer's use of language, and wants to read further

EVIDENCE FOR AF5, AF2

INDEPENDENT LIBRARY READING
Wanted to locate information on science experiment on making glubber balls. Whilst doing this commented on the structure of book eg - contents, index, title, subtitles, bulletpoints etc. (AF4 - L4)
- Great interest in scientific books.

Identifies and makes use of organisational features of non-fiction books when researching information

EVIDENCE FOR AF4

Text study: Fairs Fair
Task: to comment on what you like about the style of the author
I like the way he changes the speech of the Jackson - gives you an impression of his life that he had no education because he has just picked his language from passers by. (AF5 L4)

Comment on author's language as used to convey character. Notes impact on reader, using textual reference

EVIDENCE FOR AF5, AF3

Text study: Fairs Fair
AF3 and 7
Task: What do you think Jackson is going to find when he opens the door.
- He's the owner who demands to know all about the whereabouts of the dog - v. suspicious.

Quick to make inference from text, showing understanding of relationships between characters

EVIDENCE FOR AF3

Task: To act out Theseus and the Minotaur.
took the role of director/he was annotating the text for his group
→ excellent annotations of sound eg in a high pitch voice, slow and calm etc. ___

Organised group dramatisation of historical myth, using voices to bring text alive and interpret meanings

EVIDENCE FOR AF3, AF7

Although brief the notes help build up a picture of T as a reader in different contexts. They show his ability to read a range of texts with interest and independence. The notes confirm attainment across assessment focuses, extending evidence gained from specific classroom activities.

The teacher referred to this collection in making her assessments of T and judged him to be working securely at level 4.

Assessment summary

T's profile as a reader shows development over time.

There are three different examples of written responses to reading: a series of comprehension questions, a book project where T worked independently from texts of his own choice and a summary of an argument. In completing these tasks, he shows secure attainment in AF2 and increasingly in AF3. In the comprehension exercise the opportunities for assessing extended inferential skills were not extensive.

Work on the book project provides evidence that T understands the function of presentational and organisational features (AF4), and knows how to select 'reader friendly' language (AF5). The book project reveals, also by implication, a clear understanding of generic characteristics of popular information books (AF7), as shown by Richard Brassey's style. Apart from this, and the work on different advertisements, evidence for AF7 is limited.

Additional evidence for T's reading comes from both supportive oral work in guided reading and a series of observations made by the teacher as part of normal teaching. Some of T's earlier responses to fictional texts, while showing he can move beyond the literal, are less secure in making precise comments on writer's use of language (AF5) and impact of the text (AF6). However, when involved in a discussion about animals in zoos T shows greater ability in tracing the writer's intentions and the impact of persuasive language. He demonstrates secure attainment at level 4 in AF3 in non-fiction reading, and where opportunities arise for inferential reading of fictional text, T's responses are perceptive if less developed.

The standard of this work overall suggests a secure judgement of level 4.

Reading assessment guidelines: levels 3 and 4

Pupil's name: **T**
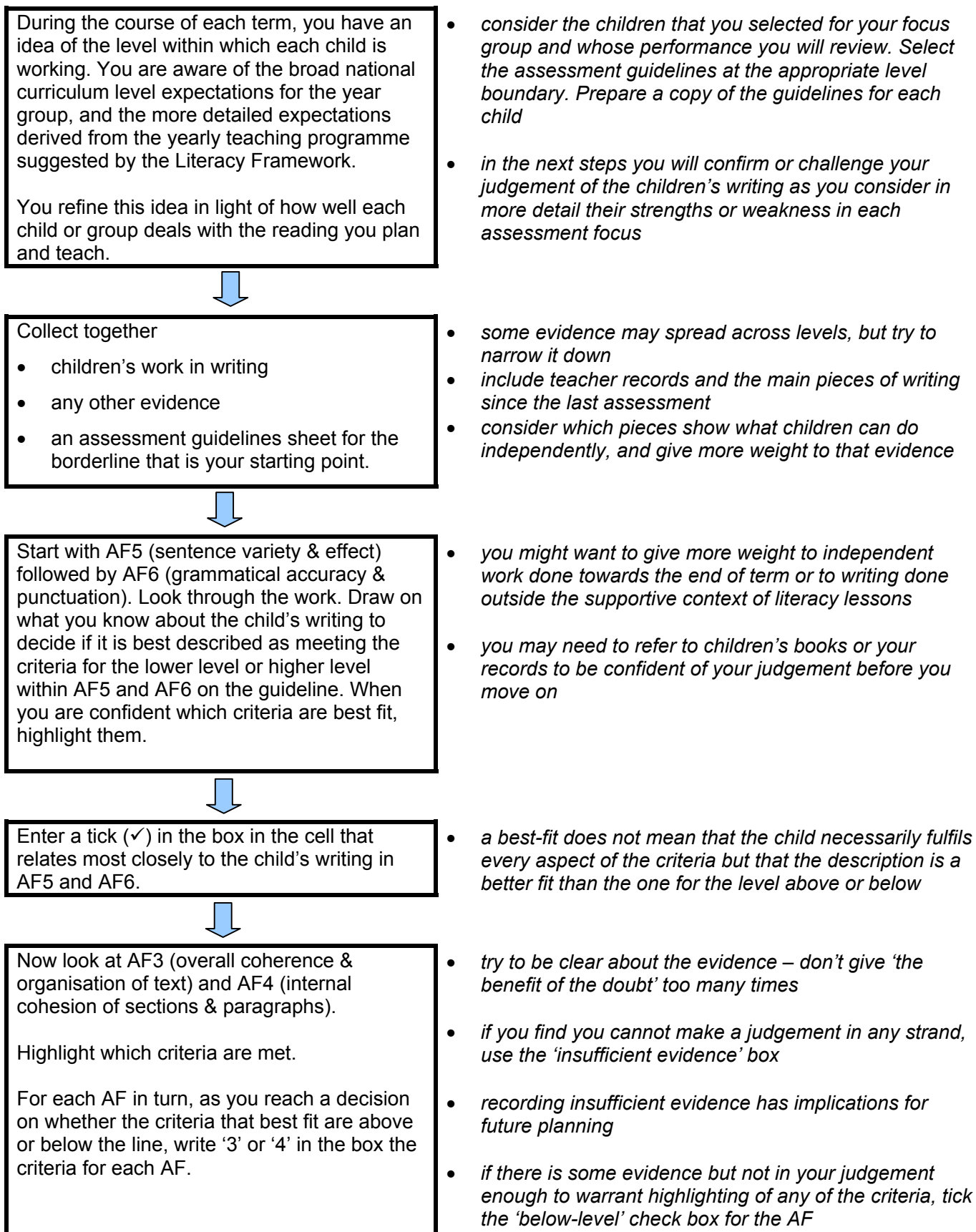
	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	AF3 - deduce, infer or interpret information, events or ideas from texts.	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	AF7 - Relate texts to their social, cultural and historical traditions.
Level 4	Across a range of texts • some relevant points identified • comments supported by some generally relevant textual reference or quotation, eg *reference is made to appropriate section of text but is unselective and lacks focus*	Across a range of texts • comments make inferences based on evidence from different points in the text, eg interpreting a character's motive from their actions at different points • inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content	Across a range of texts • some structural choices identified with simple comment, eg 'he describes the accident first and then goes back to tell you why the child was in the road' • some basic features of organisation at text level identified, eg *'the writer uses bullet points for the main reasons'*	Across a range of texts • some basic features of writers' use of language identified, eg 'all the questions make you want to find out what happens next' • simple comments on writer's choices, eg *' "disgraceful" is a good word to use to show he is upset'*	Across a range of texts • main purpose identified, eg *'it's all about why* going to the dentist is important and how you should look after your teeth' • simple comments show some awareness of writer's viewpoint, eg 'he only tells you good things about the farm and makes the shop sound boring' • simple comment on overall effect on reader, eg 'the way she describes him as "ratlike" and *"shifty" makes you think he's disgusting'*	Across a range of texts • comments show awareness of some similarities and differences between texts, eg characters, setting, presentational features • simple response to effect of setting, eg historical context, place, social relationships
	✓		✓		✓	✓
Level 3	In some texts • simple, most obvious points identified though there may also be some misunderstanding • some comments include quotations from or references to text, but not always relevant, eg *often retelling or paraphrasing sections of the text rather than using it to support comment*	In some texts • responses show meaning established at a literal level, but little sense of meanings beyond this, eg 'the pike lives in a big pond in England' • straightforward comment based on a single point of reference in the text, eg 'he was upset because he was crying' • responses based on personal speculation rather than reading of the text, eg when asked *what a character is feeling, the response may be based on what they personally would be feeling rather than the character in the text*	In some texts • a few basic features of organisation at text level identified , with little or no linked comment, eg *'it tells you all the different things you can do at the zoo'*	In some texts • a few basic features of writer's use of language identified, but with little or no comment, eg *'there are lots of adjectives'* or *'he uses speech marks to show there are lots of people there'*	In some texts • comments identify main purpose, eg *'the writer doesn't like* violence' • express personal response but with little awareness of writer's viewpoint or effect on reader, eg *'she was just horrible like my nan is sometimes'*	In some texts • comments on some limited connections to other similar texts, eg plot • recognises books by same author, about same characters
			✓			
Below 3						
Insufficient evidence						✓

Overall assessment (tick one box only)	High 4	Secure 4	✓ Low 4	High 3	Secure 3	Low 3	Below 3

3. Making level judgements in writing

The flowchart below summarises the process teachers follow when they need to formalise their assessments of children's Writing into level judgements. This is the process Pupil Z's teacher followed to make her judgements and complete the assessment guidelines.

During the course of each term, you have an idea of the level within which each child is working. You are aware of the broad national curriculum level expectations for the year group, and the more detailed expectations derived from the yearly teaching programme suggested by the Literacy Framework.

You refine this idea in light of how well each child or group deals with the reading you plan and teach.

- *consider the children that you selected for your focus group and whose performance you will review. Select the assessment guidelines at the appropriate level boundary. Prepare a copy of the guidelines for each child*

- *in the next steps you will confirm or challenge your judgement of the children's writing as you consider in more detail their strengths or weakness in each assessment focus*

Collect together

- children's work in writing

- any other evidence

- an assessment guidelines sheet for the borderline that is your starting point.

- *some evidence may spread across levels, but try to narrow it down*
- *include teacher records and the main pieces of writing since the last assessment*
- *consider which pieces show what children can do independently, and give more weight to that evidence*

Start with AF5 (sentence variety & effect) followed by AF6 (grammatical accuracy & punctuation). Look through the work. Draw on what you know about the child's writing to decide if it is best described as meeting the criteria for the lower level or higher level within AF5 and AF6 on the guideline. When you are confident which criteria are best fit, highlight them.

- *you might want to give more weight to independent work done towards the end of term or to writing done outside the supportive context of literacy lessons*

- *you may need to refer to children's books or your records to be confident of your judgement before you move on*

Enter a tick (✓) in the box in the cell that relates most closely to the child's writing in AF5 and AF6.

- *a best-fit does not mean that the child necessarily fulfils every aspect of the criteria but that the description is a better fit than the one for the level above or below*

Now look at AF3 (overall coherence & organisation of text) and AF4 (internal cohesion of sections & paragraphs).

Highlight which criteria are met.

For each AF in turn, as you reach a decision on whether the criteria that best fit are above or below the line, write '3' or '4' in the box the criteria for each AF.

- *try to be clear about the evidence – don't give 'the benefit of the doubt' too many times*

- *if you find you cannot make a judgement in any strand, use the 'insufficient evidence' box*

- *recording insufficient evidence has implications for future planning*

- *if there is some evidence but not in your judgement enough to warrant highlighting of any of the criteria, tick the 'below-level' check box for the AF*

| Repeat the process for AF1 (imaginative & interesting content) and AF2 (purpose, adaptation, style). | • look for pieces where the child makes choices about what to write about, about the type of writing and who might read it |

| End with AF7 (range & appropriacy of vocabulary), AF8 (spelling) and for levels 2 and 3 make a judgement for handwriting. | • judgements about vocabulary take account of effectiveness across a range of work

• the criteria for spelling describe expectations for the level distinguishing likely acceptable errors in basic word structure from errors in attempts to spell unfamiliar words |

| Now make an overall level judgement:
For **level 2**:
• three of AF6, AF5, AF1 and AF2, and
• two out of AF7, AF8 and handwriting
For **all other levels**:
• four out of AFs 1 to 6 | • this method avoids AF7 and AF8 being given too much weight, as they help to confirm the level rather than decide it. |

| Consider how confident you are that the level has been achieved. Look across the AFs and decide whether the level is 'low', 'secure' or 'high'.

Tick the relevant box at the bottom of the page | • if, across the AFs, all criteria for the level are highlighted, record a **high** level. If across the AFs, the criteria for the level are mostly highlighted then that levels likely to be **secure**. If there is highlighting above and below the line or the evidence is thin, then a **low** final level may be appropriate. |

| Now review the judgements you have made and consider sources of information, or evidence, you could use to illustrate and support your judgements when you discuss them with colleagues as part of in-school moderation or in a meeting with the MCP moderator. | • information to illustrate and support a judgement could include key examples of children's written work, including drafts, your observations recorded as they worked, plans annotated with notes of where children exceeded or fell short of the planned outcomes, children's reflections about writing |

| Keep the completed assessment guidelines with the selected information about children's work and any key examples. | • the guidelines and information will be used in discussions with other teachers at in-school moderation events and with the MCP moderator

• the guidelines could also be used when you have discussions with the children about their progress and strengths and weaknesses in writing |

English Writing Exemplar

Pupil Z

Year 5 Secure Level 3

Collection of Z's work

A news report - independent writing using a photograph as a stimulus

A letter related to events in a legend - writing form chosen by pupil

Explanatory and informative writing - from a geography lesson

A persuasive letter to a character from a famous duo

A fable - independent narrative writing

Assessment opportunity 1
A news report

The class read and looked at features of news reports. Z wrote his news report independently using just a photograph for reference.

| Simple connective used AF5 L3 b2 |
| Some sentence demarcation but not always secure AF6 L3 b1 |
| Opportunity for a question mark missed Below L3 |
| Some speech punctuation around witness statement AF6 L3 b3 |

| Simple and compound sentences used throughout AF5 L3 b1 |
| Simple elaboration with adverbial AF1 L3 b2 |
| Simple, rather abrupt, ending AF3 L3 b2 |

Z writes a rather brief news report which has some appropriate content included about the bull getting stuck on the hill and an eyewitness account of the rescue (AF1 L3 b1). Some features, such as the headline, a simple 'when, where and what' indication in the first sentence, and the ace reporter's name are signalled to the reader (AF2 L3 b2). Vocabulary such as *eyewitness, reporter* and the wording of the headline are appropriate to news reporting but other vocabulary is generally limited in range (AF7 L3 b1).

Sentence demarcation is not always accurate. Sentences are mainly simple with little variation and simple connectives are used indicating level 3 for AF5. The events of the day are organised sequentially (AF3 L3 b3) and the writing attempts to establish a report writing style (AF2 L3 b3), with some lapses into non-standard English (AF5L3b3). However, the report has superficial coverage and does not actually tell the reader how the bull was finally rescued from the flood waters (AF2 L3 b1).

Although grammatical function words are sometimes spelt correctly (AF8 L3 b1), there are some errors e.g. what (*wat*), would (*wold*). Occasionally, letters are missed e.g. the unstressed vowel in happened (*happend*) and the 't' in star_t_ed.

Overall the writing fulfils a number of the level 3 criteria.

Assessment opportunity 2
A letter related to events in a legend

The class read the African legend of 'The Blue Fish'. After a class discussion and some role play, the children were given a choice of how they were going follow this up in a writing session. Z decided he would be the girl in the story, writing a letter to her granddad to explain how she became the new queen. He used ICT to present his writing.

Some correct sentence demarcation in the first and fourth paragraphs, not always secure elsewhere. Sometimes below L3 for AF6

Connectives are simple throughout, *and, so, but* AF5 L3 b2

Appropriate, conventional letter opening AF3 L4 b1

Some attempts to group events into paragraphs AF4 L3 b1

Some links made by correct use of pronoun references AF4 L3 b2

Simple letter closing signalled AF3 L3 b2

Dear granddad

I am writing to say that I am married to the king. I am happy but I was not happy in the first place.

Let me tell you how it stared when my mom died and my step mom started to stave me, but then I meat a new friend it was a blue fish it took me to a under water world. It feed me every day when I took the cattle to the river it swam up to me I got in its moth and went with it.

But one day my step mom said how is feeding you I would not tell her so she beat me with a iron rod and I said the blue fish.

When my dad got home she said that she was sick and the cure was the blue fish. He killed the fish.

And one day I went to a bush and picked a flower and then the king came and I ran and lost one of my shoe the king found it and said now how did this shoe get hear. The owner of this shoe will be my wife.

And he put it on everyone apart from me at last I put it on and picked a flower and I was his wife.

Hope to see you soon lots of love.

The new queen.

Z establishes the purpose for his writing (AF2) and writes a simple first person recount of events leading up to the main character becoming queen (AF2 L3 b2). The style is mainly appropriate (AF2 L3 b3), with phrases such as *I am writing to say …* and *Hope to see you soon …* appropriate to letter form (AF1 L3 b1). Vocabulary choices are generally simple but convey meaning e.g. *started, starve, sick, killed etc* (AF7 L3 b1). However, there is a lack of expansion apart from some simple noun phrases e.g. *iron rod, underwater world.*

The recount of events is organised sequentially (AF3 L3 b3). The opening is a promising start to the letter (partly AF3 L4 b2) but the ending is fairly abrupt in signing off (AF3 L3 b2). Attempts to paragraph the text are successful for the first two paragraphs but some lack of internal structure is evident in others (AF4 L3 b1).

As the writing was completed on a word processor, with spell checker, it is not possible to assess spelling. Z selects incorrect common words e.g. *moth* for mouth, *stave* for starve, and *how* for who.

Overall the writing fulfils a number of the level 3 criteria.

Assessment opportunity 3

Explanatory and informative writing

In geography pupils were set an extended piece of writing to inform and explain how rainforests are being destroyed. Some shared content was given.

Some correct sentence demarcation including some self-correction
AF6 L3 b1

Mainly simple or compound sentences throughout with clauses joined with *and, so,* and *but*
AF5 L3 b1 and b2

Sentence demarcation lacks accuracy, many clauses are joined with *and.* Some below L3 indicators

Use of conditional *if* adds some variety to the mainly simple sentence structures

Some evidence of variety in sentence structure achieved by the use of subordinators e.g. *because* and *when*.
AF5 L4 b2
Other sentences are simple or compound

Occasional use of a question mark
AF6 L3 b1

How the rainforse is being destroyed

The rainforse have been destroyed for like 70 years and every second Second the size Size of one football pich is destroyed. and in 60 secons 60 football pichs our or desryed.

(Poachers)
Potchs kill animls and have them as ournornonts like heads feet and hands. Alefents get killed for there tusk and when they are killed the babys jus walka around there mom our dad and mose of the moms are mose.

People cut down trees and they don't care about the animals and they die. All they care about is money. They cut down trees and make money of it they make briges and build dams and brids men live in the rainforse and they cut down rainforse and build houses but they wat wait for it to grow back and move on to the next part of the Rainforse and do the same.

Dams but poluis the water in the rainforse so animals our tribe man wont drink it and Ifits the animals drink it the tribs men might eat the it and animals and might die from the polite water.

Now do you think it is a good idea

So dont desty the rainforse for mony and live it alone becuse in a cuple of years when it's about 2070 all the rainforse will be gone and you can't get mony no more.

Will you stop it?

(cause cancer)
It could cause cansa if we find it our it could care anotta desea.
(disease)   *(cause)*

Graphic and emotive opening setting out the scale of the problem
AF3 L4 b1

Some cohesion with use of pronouns e.g. *them, their, they* but some lapses
AF4 L3 b2

Internal structure of paragraph is rather random with some repetition of ideas
AF4 L3 b1

Attempts to use appropriate style to inform and explain
AF2 L3 b1 b2

However, impersonal explanatory writing switches to rhetorical persuasion and moves away from the intended purpose
AF2 L3 b3

Abrupt ending with unclear meaning
AF3 below L3

Z carries out the task to inform and explain some of the key issues but half way through lapses into persuasion, indicating that for AF1 and AF2 he is performing at level 3. He draws on given vocabulary appropriately but AF7 cannot be validly assessed in this context. Simple expansions are occasionally used to elaborate information e.g. *a cuple of years, babys just walk around, next part of the rainforest* and *destroyed for like 70 years* (AF1 L3 b2)*.* Z is beginning to self correct when he realises that sentences have not been demarcated but he does not sustain this throughout.

Tense and verb forms including modals are generally used accurately (AF5). However, some sentences do lack clarity for the reader. Some attempts are made to organise ideas into paragraphs, with related ideas generally placed together, but the writing lacks focus in the later stages and finishes rather abruptly (AF3 L3).

Most simple grammatical function words are correctly spelt (AF8 L3 b1) although *our* is used for *or* on three occasions and for *are* on one occasion. Most simple content words have the correct spelling but he has difficultly with the more subject specific vocabulary e.g. *canca* (cancer), *forst* (forest), *poluit* (pollute) and *cuple* (couple).

Overall the writing shows some use of appropriate impersonal style and fulfils mainly level 3 criteria, apart from the sentence demarcation which is below this level. Insufficient evidence exists of any above level 3 features, and handwriting makes the text difficult to follow.

Assessment opportunity 4

A persuasive letter to a character from a famous duo

Persuasive writing for different purposes was a focus for the class. Pupils brainstormed how many pairs of people they could think of where each person had to rely on the other e.g. Ant and Dec, Batman and Robin, The Chuckle Brothers, Bill and Ben etc. The purpose was to write a letter to one of the characters to persuade them that they would be better off working on their own. The pupils chose their own pairs of characters and completed the task independently.

Occasional variety in sentence structure created with subordinators *when* and *if* AF5 L4 b2

Some sentences correctly demarcated but still some full stops omitted AF6 L3 b1

Persuasive viewpoint beginning to emerge AF1 L3 b3

Pronoun links made throughout AF4 L3 b2

Fitting opening (AF3 L4 b2) which clearly states purpose of letter AF2 L4 b1

One sentence paragraphing indicating a simple structure AF4 L4 b1

Some words and phrases used for effect AF7 L3 b2

A missing, and an incorrect use of the question mark AF6 below 3

Ending with a formal signing off by Batman's butler AF3 L4 b2

Dear Robbin

I am writing to say don't Let Cat women prowsade you to tevealave batman he needs you.

You are good at p.e but nothink alse but you need to save the city and all of humanaity. *(revenge)* When Jocker gets his renge I am sure you will be readdely I am sure as it.

If you go to Cat woman Batman might be gonabe at getting attacked bey all the villins.

It does not matter about your G.C.S.E I recen Batman will tack care of you if you need money.

Batman told me that he needs you and your sit skill to kach bad gays etpeserly the Jocker or Pengwin or Cat woman

If your in troble or I'm in troble or Batman is in troble we will save each other.

Will you go to Cat woman

Please don't go back to Cat woman?

Batman needs you so stay with him and I now you need hem

Yours Sincley Butla

P.S You must stay with Batman Because you might not be have a chance Chance like this again

Z takes on the persona of Batman's butler and follows some of the main conventions of letter writing with some relevant content included (AF1 L3 b1). The letter seeks to persuade and is appropriate for a closed group of readers who have knowledge of the 'duo', including references to other characters.   Some attempts to choose words for impact have been made e.g. *humanaity* (humanity), *expeserly* (especially), *renge* (revenge) and *attacked* (AF7 L3 b2), but word choices beyond these examples are generally simple (AF7 L3 b1). Sentence structure is generally sound but the placing of full stops is not consistent (AF3 L3 b1). Never the less there is some effective use of subordinators to develop reasoning (AF5 L4 b2). Two examples of expansion to add detail are *save the city and all of humanity* and *attacked by all the villins* (AF1 L4 b2). However, expansion is limited throughout the rest of the writing e.g. *bad guys* (AF1 L3 b2).

Spelling of many common grammatical function words is correct. Sometimes Z does not include unstressed letters e.g. *cach (catch)* and there is some misspelling of common words such as *nothink* (nothing) and *tack* (take), as well as errors in some key content words, indicating spelling performance at just level 3 for spelling.

This writing mainly fulfils a number of level 3 criteria with slight indications of attainment at the next level.

Assessment opportunity 5
A fable - independent narrative writing

Following reading and responding to fables, pupils were asked to make up their own narrative fable on the basis of: *How the… got its…* The choice of the creatures was left to the pupils and they worked independently on the task.

<u>How the dog got it's noes</u>

Annotations (left)	Text	Annotations (right)
Some sentence demarcation but not always secure Just AF6 L3 b1	Once long ago on the hotiest day there lived a dog ~~meat~~ that could not smell.	Appropriate opening for a fable with indication of the problem AF3 L4 b1
Non-standard English but other verb forms correct AF5 L3 b3	The dogs were upset that they could not smell so they went on a exbrdison to look for the noes and they could not find them…. Later that day they were still looking but could not find them the they saw a ~~crockerdill~~ lion ~~and~~ then they ran for there lives in the jungle and fond a little ~~cave~~ cave and ran into it.	Simple connections of time between ideas AF4 L4 b3
Apart from demarcation at beginning and end, no sentences demarcated within this paragraph Below AF6 L3	Next they all went out and saw ~~ar~~ a big tree and tried to clim it but they was to little so they went and looked around ~~thy~~ they looked and looked and looked but they could not find a way up but then a big bird and they all ~~ra~~ ran like crazy but the bird was circalin the tree. ~~and~~	Related ideas placed together AF3 L3 b1 Some sequencing of events logical but not always clear to the reader AF3 L3 b3
Some self-correction evident to demarcate sentences AF6 L3 b1	Sometinck fell from the sky was a little circle (black) noes so the one put it on and then a milon noes fell from the sky so that is how the dogs got their noes and now there are lots of diffrent noes culers, big, little and round so did you like my store.	Simple ending in (new) voice of story teller AF3 L3 b2
Simple use of comma used in a list AF6 L4 b3	Clauses joined with *and, so,* and *but* AF5 L3 b1 and b2	

Note: As Z used pencil, the writing gave a poor photocopy so it has been type written with all original errors and self-corrections included.

Z writing is appropriate to task and purpose (AF2) but arises from a very supportive context of prior class work. His fable is restricted mainly to the narration of events and opportunities to use direct speech and description have been missed. The link between the *big tree, the bird* and the *noses* has not been made clear, leaving the reader unsure where all these noses come from (AF3 L3). Some appropriate phrases are used e.g. *Once long ago, lots of diffrent noes, fell from the sky* and *looked and looked* but generally word choices are simple (AF7 L3 b1). Simple expansions such as *little cave*, *hotiest* day, *ran like crazy, circalin* (circling) *the tree* are occasionally used to elaborate ideas (AF1 L3 b2). Past tense is used appropriately and generally accurately and the change to present tense in the final section is correct (AF5 L3 b3). Occasionally, due to final letter or word omissions, some sentences lack clarity for the reader.

Spelling seems to be consistent with some level 3 criteria. Simple grammatical function words are correctly spelt e.g. *could, next* (AF8 L3 b1). Some simple content words are incorrect, with some examples of phonetically plausible spelling.

Overall the writing shows evidence of a number of level 3 criteria but with some insecurity in punctuation and sentence structure.

Assessment summary for Z

Most evidence across the assessment focuses indicates that Z is working at level 3.

Across the five pieces of writing, Z relies mainly on simple and compound sentence structures using generally simple connectives to join clauses. Verb forms are generally correct but are often limited to simple present and past (AF5 L3). His sentence demarcation varies in accuracy across the pieces of writing and he occasionally lapses into stringing clauses together without demarcation as can clearly be seen in assessment opportunity 5 (below L3). However, some self-correction can be seen on a few occasions. He shows limited use of speech punctuation in the news report (AF6 L3) but, apart from in a simple list, there is no evidence of the correct use of the comma.

Z does attempt to paragraph or section his writing by putting related points together but there is sometimes a tendency to repeat or cover similar ideas in other parts of the text. Generally openings and closing are signalled, with openings being a strength while endings are much weaker (AF3 L3). To make links, he relies mainly on pronouns and only occasionally uses adverbials. Some paragraphs consist of just one or two sentences and movement between paragraphs is disjointed (AF4 L3).

In most writing, Z includes appropriate content and occasionally expands ideas. He uses persuasion in non-narrative writing but elsewhere viewpoint is limited (AF1 L3). In general his writing establishes purpose and shows a sense of form. The style of writing is often appropriate for purpose but not always sustained (AF2 L3). Vocabulary choices suggest he is searching for words with impact for effect but is unable to spell them accurately (AF7 L3).

The range of spelling errors in Z's writing include words with letters missing, confusion with words which have similar spellings and phonetically plausible spellings indicating some weaknesses even at AF8 L3.

Z shows that he can write with independence and generally keeps to text types. To progress further through level 3 he will need to demarcate sentences more accurately (AF6) and use a greater range of connectives to join clauses and add variety to sentence structures (AF5).

On balance Z's performance is best described as secure level 3 with some weaknesses in punctuation, spelling and handwriting.

Writing assessment guidelines: levels 3 and 4

Pupil's name: **Z**

	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.
L4	Across a range of writing • some attempt to vary length, structure and subject of sentences • use of some subordinating connectives, eg if, when, because • some variation, generally accurate, in tense and verb forms	Across a range of writing • 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	Across a range of writing • 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	Across a range of writing • paragraphs / sections help to organise content, eg main idea usually supported or elaborated by following sentences • within paragraphs / sections, limited range of connections between sentences, eg over-use of 'also' or pronouns • some attempts to establish simple links between paragraphs / sections not always maintained, eg *firstly, next*	Across a range of writing • relevant ideas and content chosen • some ideas and material developed in detail, eg descriptions elaborated by adverbial and expanded noun phrases • straightforward viewpoint generally established and maintained, eg *writing in role or maintaining a consistent stance*	Across a range of writing • 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	Across a range of writing • some evidence of deliberate vocabulary choices • some expansion of general vocabulary to match topic	Across a range of writing correct spelling of: • most common grammatical function words, eg you, because, although • most adverbs with -ly formation likely errors: • homophones of common grammatical function words, eg they're/their/there; of/have/off • occasional phonetically plausible spelling in content words, eg board, acsept, hungrey, teryfing • occasional inflected words, eg *-es, -ed, -ies, -ied, -er, -est, -ier, -iest, -ing*
L3	In most writing • reliance mainly on simple sentences, variation with support • and, but, so are the most common connectives • some limited variation in use of tense and verb forms, not always secure	In most writing • straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks • some, limited, use of speech punctuation • comma splicing evident, particularly in narrative	In most writing • 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	In most writing • some paragraphs / sections, often lacking internal structure, eg one-sentence paragraphs or ideas randomly organised • within paragraphs / sections, some limited attempt to link sentences, eg use of pronouns, often inconsistent, or of adverbials • movement between paragraphs/sections abrupt or disjointed	In most writing • some appropriate ideas and content included • some attempt to elaborate on basic information or events, eg nouns expanded by simple adjectives • attempt to adopt viewpoint, though often not maintained or inconsistent, eg *attitude expressed, but with little elaboration*	In most writing • 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	In most writing • simple, generally appropriate, vocabulary used, though often limited in range • some attempt to use words for effect	In most writing correct spelling of: • sometimes, common grammatical function words, eg with, could likely errors • frequent phonetically plausible spelling in content words, eg view, receive, course, thought • frequently in inflected endings, eg *-es, -ed, -ies, -ied, -er, -est, -ier, -iest, -ing*
	✓		✓	✓	✓	✓	✓	✓
B3		✓						
IE								

Overall assessment (tick one box only)	High 4		Secure 4		Low 4		High 3		Secure 3	✓	Low 3		Below 3

4. Draft assessment guidelines for reading levels 2/3, 3/4 and 4/5

Reading assessment guidelines: levels 2 and 3   Pupil's name: _____   Class/Group:_____

	AF1 – use a range of strategies, including accurate decoding of text, to read for meaning	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 - deduce, infer or interpret information, events or ideas from texts	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 - relate texts to their social, cultural and historical traditions
L3	**In reading aloud some unfamiliar texts** ■ range of strategies used mostly effectively to read with fluency, understanding and expression	**In some texts** ■ simple, most obvious points identified though there may also be some misunderstanding, eg *about information from different places in the text* ■ some comments include quotations from or references to text, but not always relevant, eg *often retelling or paraphrasing sections of the text rather than using it to support comment*	**In some texts** ■ responses show meaning established at a literal level, but little sense of meanings beyond this, eg *"walking good" means "walking carefully"* ■ straightforward comment based on a single point of reference in the text, eg *'he was upset because he was crying'* ■ responses based on personal speculation rather than reading of the text, eg *when asked what a character is feeling, the response may be based on what they personally would be feeling rather than the character in the text*	**In some texts** ■ a few basic features of organisation at text level identified , with little or no linked comment, eg *'it makes it clear all the different things you can do at the zoo'*	**In some texts** ■ a few basic features of writer's use of language identified, but with little or no comment, eg *'there are lots of adjectives'* or *'he uses speech marks to show there are lots of people there'*	**In some texts** ■ comments identify main purpose, eg *'the writer doesn't like* violence' ■ express personal response but with little awareness of writer's viewpoint or effect on reader, eg *'she was just horrible like my nan is sometimes'*	**In some texts** ■ comments identify some simple connections between texts, eg *similarities in plot, background or setting* ■ recognises books by same author, eg *about same characters, in similar style*
L2	**In reading aloud unfamiliar texts** ■ range of key words read on sight ■ unfamiliar words decoded using appropriate strategies, eg *blending sounds, using sentence grammar, context* ■ some fluency and expression, eg *taking account of punctuation, speech marks*	**In oral or written responses to some texts** ■ some specific, straightforward information recalled, eg *names of characters, main ingredients* ■ generally clear idea of where to look for information, eg *about characters, topics*	**In oral or written responses to some texts** ■ reasonable conclusions at literal level, eg *identifying who is speaking in a story* ■ some speculative comments about main ideas and events in the texts, eg *predicts what could happen next*	**In oral or written responses to some texts** ■ some awareness of obvious features of organisation, eg *chapters, headings and captions, contents pages, speech marks*	**In oral or written responses to some texts** ■ some effective language choices noted, eg *'slimy' is a good word there* ■ some familiar patterns of language identified, eg *once upon a time; first, next, last*	**In oral or written responses to some texts** ■ some awareness that writers have viewpoints and purposes, eg *'it tells you how to do something'*, *'she thinks it's not fair'* ■ simple statements about likes and dislikes in reading, sometimes with reasons	**In oral or written responses to some texts** ■ can identify general features of a few types of text, eg *information books, stories, print media* ■ demonstrates some awareness that books have been written in different times and places
B2							
IE							

Overall assessment (tick one box only)   [ ] High 3   [ ] Secure 3   [ ] Low 3   [ ] High 2   [ ] Secure 2   [ ] Low 2   [ ] Below 2

Reading assessment guidelines: levels 3 and 4 Pupil's name: _____ Class/Group:_____

	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 - deduce, infer or interpret information, events or ideas from texts	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 - relate texts to their social, cultural and historical traditions
L4	**Across a range of texts** ■ some relevant points identified ■ comments supported by some generally relevant textual reference or quotation, eg *reference is made to appropriate section of text but is unselective and lacks focus*	**Across a range of texts** ■ comments make inferences based on evidence from different points in the text, eg *interpreting a character's motive from their actions at different points* ■ inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content	**Across a range of texts** ■ some structural choices identified with simple comment, eg *'he describes the accident first and then goes back to tell you why the child was in the road'* ■ some basic features of organisation at text level identified, eg *'the writer uses bullet points for the main reasons'*	**Across a range of texts** ■ some basic features of writers' use of language identified, eg *'all the questions make you want to find out what happens next'* ■ simple comments on writer's choices, eg *' "disgraceful" is a good word to use to show he is upset'*	**Across a range of texts** ■ main purpose identified, eg *'it's all about why going to the dentist is important and how you should look after your teeth'* ■ simple comments show some awareness of writer's viewpoint, eg *'he only tells you good things about the farm and makes the shop sound boring'* ■ simple comment on overall effect on reader, eg *'the way she describes him as "ratlike" and "shifty" makes you think he's disgusting'*	**Across a range of texts** ■ comments identify some similarities and differences between texts, with simple comment eg *characters, setting, presentational features* ■ simple response to effect of, eg *historical context, place, social relationships* on meaning of texts
L3	**In some texts** ■ simple, most obvious points identified though there may also be some misunderstanding, eg *about information from different places in the text* ■ some comments include quotations from or references to text, but not always relevant, eg *often retelling or paraphrasing sections of the text rather than using it to support comment*	**In some texts** ■ responses show meaning established at a literal level, but little sense of meanings beyond this, eg *"walking good" means "walking carefully"* ■ straightforward comment based on a single point of reference in the text, eg *'he was upset because he was crying'* ■ responses based on personal speculation rather than reading of the text, eg *when asked what a character is feeling, the response may be based on what they personally would be feeling rather than the character in the text*	**In some texts** ■ a few basic features of organisation at text level identified , with little or no linked comment, eg *'it makes it clear all the different things you can do at the zoo'*	**In some texts** ■ a few basic features of writer's use of language identified, but with little or no comment, eg *'there are lots of adjectives'* or *'he uses speech marks to show there are lots of people there'*	**In some texts** ■ comments identify main purpose, eg *'the writer doesn't like violence'* ■ express personal response but with little awareness of writer's viewpoint or effect on reader, eg *'she was just horrible like my nan is sometimes'*	**In some texts** ■ comments identify some simple connections between texts, eg *similarities in plot, background or setting* ■ recognises books by same author, eg *about same characters, in similar style*
B3						
IE						

Overall assessment (tick one box only) | High 4 | | Secure 4 | | Low 4 | | High 3 | | Secure 3 | | Low 3 | | Below 3 |

	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	**AF3 - deduce, infer or interpret information, events or ideas from texts**	**AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level**	**AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level**	**AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader**	**AF7 - relate texts to their social, cultural and historical traditions**
L5	**Across a range of texts** ▪ most relevant points clearly identified, including those selected from different places in the text ▪ comments generally supported by relevant textual reference or quotation, even when points made are not always accurate	**Across a range of texts** ▪ comments develop explanation of inferred meanings drawing on evidence across the text, eg *"you know her dad was lying because earlier she saw him take the letter"* ▪ comments make inferences and deductions based on textual evidence, eg *in drawing conclusions about a characters feelings on the basis of their speech and actions*	**Across a range of texts** ▪ comments on structural choices show some general awareness of author's craft, eg *"it tells you all things burglars can do to your house and then the last section explains how the alarm protects you"* ▪ various features relating to organisation at text level, including form, are clearly identified, with some explanation, eg *"each section starts with a question as if he's answering the crowd"*	**Across a range of texts** ▪ various features of writers' use of language identified, with some explanation, eg *"when it gets to the climax they speak in short sentences and quickly which makes it more tense"* ▪ comments show some awareness of the effect of writers' language choices, eg *" 'inked up' is a good way of describing how the blackberries go a bluey black colour as they ripen"*	**Across a range of texts** ▪ main purpose clearly identified, often through general overview, eg *"the writer is strongly against war and wants to persuade the reader to agree"* ▪ viewpoint in texts clearly identified, with some, often limited, explanation, eg *"at the end he knows he's done wrong and makes the snake sound attractive and mysterious"* ▪ general awareness of effect on the reader, with some, often limited explanation, eg *"you'd be persuaded to sign up because 25p a week doesn't seem that much to help someone see"*	**Across a range of texts** ▪ comments identify similarities and differences between texts, with some explanation eg *narrative conventions in traditional tales, ballads, newspaper reports* ▪ comments show some awareness of how the contexts and traditions in which texts are written and read affect meaning, eg *how an idea/topic is treated differently in texts from different times and places*
L4	**Across a range of texts** ▪ some relevant points identified ▪ comments supported by some generally relevant textual reference or quotation, eg *reference is made to appropriate section of text but is unselective and lacks focus*	**Across a range of texts** ▪ comments make inferences based on evidence from different points in the text, eg *interpreting a character's motive from their actions at different points* ▪ inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content	**Across a range of texts** ▪ some structural choices identified with simple comment, eg *"he describes the accident first and then goes back to tell you why the child was in the road"* ▪ some basic features of organisation at text level identified, *eg "the writer uses bullet points for the main reasons"*	**Across a range of texts** ▪ some basic features of writers' use of language identified, eg *"all the questions make you want to find out what happens next"* ▪ simple comments on writers' choices, eg *" 'disgraceful' is a good word to use to show he is upset"*	**Across a range of texts** ▪ **main purpose identified, eg** *"it's all about why going to the dentist is important and how you should look after your teeth"* ▪ simple comments show some awareness of writers' viewpoint, eg *"he only tells you good things about the farm and makes the shop sound boring"* ▪ simple comment on overall effect on reader, eg *the way she describes him as 'ratlike' and 'shifty' makes you think he's disgusting"*	**Across a range of texts** ▪ comments identify some similarities and differences between texts, with simple comment eg *characters, setting, presentational features* ▪ simple response to effect of, eg *historical context, place, social relationships* on meaning of texts
B4						
IE						

Overall assessment (tick one box only)	High 5		Secure 5	Low 5	High 4	Secure 4	Low 4	Below 4

5. Draft assessment guidelines for writing levels 2/3, 3/4 and 4/5

Writing assessment guidelines: levels 2 and 3

Pupil's name: _____   **Class/Group:** _____

	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*
L3	In most writing ▪ reliance mainly on simple sentences, variation with support ▪ *and*, *but*, *so* are the most common connectives, others occasionally or with support ▪ some limited variation in use of tense and verb forms, not always secure	In most writing ▪ straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks ▪ some, limited, use of speech punctuation ▪ comma splicing evident, particularly in narrative	In most writing ▪ 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	In most writing ▪ some paragraphs / sections, often lacking internal structure, *e.g. one-sentence paragraphs or ideas randomly organised* ▪ within paragraphs / sections, some limited attempt to link sentences, *e.g. use of pronouns, often inconsistent, or of adverbials* ▪ movement between paragraphs / sections abrupt or disjointed	In most writing ▪ some appropriate ideas and content included ▪ some attempt to elaborate on basic information or events, *e.g. nouns expanded by simple adjectives* ▪ attempt to adopt viewpoint, though often not maintained or inconsistent, *e.g. attitude expressed, but with little elaboration*	In most writing ▪ 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	In most writing ▪ simple, generally appropriate, vocabulary used, though often limited in range ▪ some attempt to use words for effect	In most writing ▪ correct spelling of: sometimes, common grammatical function words, eg *with, could* *egs of likely errors:* *- frequent phonetically plausible spelling in content words, e.g. trubel, pich, bridjes, anser, corse, thort, perswade* *- frequently in inflected endings, eg -es, -ed, -ies, -ied,* *-er, -est, -ier, -iest, -ing*	**In most writing** ▪ legible style, shows accurate and consistent letter formation, sometimes joined
L2	In some forms of writing ▪ simply structured sentences, some variation in openings ▪ clauses in sentences mainly joined by *and*, and *then* ▪ past and present tense and pronouns generally consistent	In some forms of writing ▪ 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	In some forms of writing ▪ some sequencing of ideas or material, *e.g. time-related words or phrases, line breaks, headings, numbers* ▪ openings and/or closings sometimes signalled	In some forms of writing ▪ ideas in sections grouped by content, some linking by simple pronouns	In some forms of writing ▪ mostly relevant ideas and content, sometimes repetitive or sparse ▪ some apt word choices create interest ▪ brief comments, questions about events or actions suggest viewpoint	In some forms of writing ▪ purpose established at general level, *e.g. main features of story, report* ▪ some appropriate features of the given form used ▪ some attempt to vary style according to form and reader	In some forms of writing ▪ simple, often speech-like vocabulary conveys relevant meanings ▪ some adventurous word choices	**In most writing** ▪ high frequency, single morpheme words spelled correctly, *e.g. grammatical function words and content words; was, when, once, all, our . . .* *egs of likely errors:* *- inflected endings, e.g. past tense, plurals, adverbials* *- word division e.g. altogether, beautiful* *- phonetic attempts at representing vowel* *- diagraphs, e.g. brake, break*	**In most writing** ▪ 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
B2									
IE									

Overall assessment (tick one box only)	High 3		Secure 3		Low 3		High 2		Secure 2		Low 2		Below 2

Writing assessment guidelines: levels 3 and 4

Pupil's name: _____ **Class/Group:**_____

	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
L4	**Across a range of writing** ■ some attempt to vary length, structure and subject of sentences ■ use of some subordinating connectives, e.g. *if, when, because* throughout the text ■ some variation, generally accurate, in tense and verb forms	**Across a range of writing** ■ 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	**Across a range of writing** ■ 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	**Across a range of writing** ■ paragraphs / sections help to organise content, eg *main idea usually supported or elaborated by following sentences* ■ within paragraphs / sections, limited range of connections between sentences, eg *over-use of 'also' or pronouns* ■ some attempts to establish simple links between paragraphs / sections not always maintained, eg *firstly, next*	**Across a range of writing** ■ relevant ideas and content chosen ■ some ideas and material developed in detail, eg *descriptions elaborated by adverbial and expanded noun phrases* ■ straightforward viewpoint generally established and maintained, eg *writing in role or maintaining a consistent stance*	**Across a range of writing** ■ 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	**Across a range of writing** ■ some evidence of deliberate vocabulary choices ■ some expansion of general vocabulary to match topic	**Across a range of writing correct spelling of** ■ most common grammatical function words, eg *you, because, although* ■ most adverbs with –ly formation *egs of likely errors:* *- homophones of common grammatical function words, eg they're/their/there; of/have/off* *- occasional phonetically plausible spelling in content words, eg board, acsept, hungrey, teryfing* *- occasional inflected words, eg –es, -ed, -ies, -ied, -er, -est, -ier, -iest, -ing*
L3	**In most writing** ■ reliance mainly on simple sentences, variation with support ■ *and, but, so* are the most common connectives, others occasionally or with support ■ some limited variation in use of tense and verb forms, not always secure	**In most writing** ■ straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks ■ some, limited, use of speech punctuation ■ comma splicing evident, particularly in narrative	**In most writing** ■ 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	**In most writing** ■ some paragraphs / sections, often lacking internal structure, eg *one-sentence paragraphs or ideas randomly organised* ■ within paragraphs / sections, some limited attempt to link sentences, eg *use of pronouns, often inconsistent, or of adverbials* ■ movement between paragraphs/sections abrupt or disjointed	**In most writing** ■ some appropriate ideas and content included ■ some attempt to elaborate on basic information or events, eg *nouns expanded by simple adjectives* ■ attempt to adopt viewpoint, though often not maintained or inconsistent, eg *attitude expressed, but with little elaboration*	**In most writing** ■ 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	**In most writing** ■ simple, generally appropriate, vocabulary used, though often limited in range ■ some attempt to use words for effect	**In most writing** ■ correct spelling of: sometimes, common grammatical function words, eg *with, could* *egs of likely errors:* *- frequent phonetically plausible spelling in content words, e.g. trubel, pich, bridjes, anser, corse, thort, perswade* *- frequently in inflected endings, eg –es, -ed, -ies, -ied, -er, -est, -ier, -iest, -ing*
B3								
IE								

Overall assessment (tick one box only) | High 4 | | Secure 4 | Low 4 | High 3 | Secure 3 | Low 3 | Below 3 |

Writing assessment guidelines: levels 4 and 5   Pupil's name: _____   Class/Group:_____

	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
L5	Across a range of writing ■ a variety of sentence lengths, structures and subjects provides clarity and emphasis ■ wider range of connectives used to clarify relationship between ideas, e.g. *although, on the other hand, meanwhile* ■ some features of sentence structure used to build up detail or convey shades of meaning, e.g. *variation in word order, modals in verb phrases*	Across a range of writing ■ 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	Across a range of writing ■ material is structured clearly, with sentences organised into appropriate paragraphs ■ development of material is effectively managed across text, e.g. *closings refer back to openings* ■ overall direction of the text supported by clear links between paragraphs	Across a range of writing ■ paragraphs clearly structure main ideas across text to support purpose, eg *clear chronological or logical links between paragraphs* ■ within paragraphs/ sections, a range of devices support cohesion, e.g. *secure use of pronouns, connectives, references back to text* ■ links between paragraphs/sections generally maintained across whole text	Across a range of writing ■ 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, e.g. *some, uneven, development of individual voice or characterisation in role*	Across a range of writing ■ 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	Across a range of writing ■ vocabulary chosen for effect ■ reasonably wide vocabulary used, though not always appropriately	Across a range of writing correct spelling of ■ common grammatical function words consistently ■ almost all inflected words ■ most derivational suffixes, eg -*ion, ise, -al/ial, -able/ible* ■ most prefixes, eg *disappear, uncertain, exclaim* *egs of likely errors:* *- occasional phonetically plausible spelling in content words, e.g. board, acsept, hungrey, teryfing* *- double consonants in prefixes, eg irregular, unnecessary*
L4	Across a range of writing ■ some attempt to vary length, structure and subject of sentences ■ use of some subordinating connectives, e.g. *if, when, because* throughout the text ■ some variation, generally accurate, in tense and verb forms	Across a range of writing ■ sentences demarcated accurately throughout the text, including question marks ■ speech marks to denote direct speech generally accurate, with some other speech punctuation ■ commas used in lists and occasionally to mark clauses, although not always accurately	Across a range of writing ■ 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	Across a range of writing ■ paragraphs / sections help to organize content, e.g. *main idea usually supported or elaborated by following sentences* ■ within paragraphs / sections, limited range of connectives between sentences, eg *over-use of 'also' or pronouns* ■ some attempts to establish simple links between paragraphs / sections not always maintained, eg *firstly, next*	Across a range of writing ■ relevant ideas and content chosen ■ some ideas and material developed in detail, eg *descriptions elaborated by adverbial and expanded noun phrases* ■ straightforward viewpoint generally established and maintained, e.g. *writing in role or maintaining a consistent stance*	Across a range of writing ■ 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	Across a range of writing ■ some evidence of deliberate vocabulary choices ■ some expansion of general vocabulary to match topic	Across a range of writing correct spelling of ■ most common grammatical function words, eg *you, because, although* ■ most adverbs with *–ly* formation *egs of likely errors:* *- homophones of common grammatical function words, eg they're/their/there, of/have/off* *- occasional phonetically plausible spelling in content words, eg board, acsept, hungrey, teryfing* *- occasional inflected words, eg -es, -ed, -ies, -ied, -er, -est, -ier, -iest, -ing*
B4								
IE								

Overall assessment (tick one box only)		High 5		Secure 5		Low 5		High 4		Secure 4		Low 4		Below 4