

Writing assessment guidelines: levels 1 and 2

Pupil name _____

Class / Group _____

Date _____

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

Overall assessment (tick one box only)

Low 1

Secure 1

High 1

Low 2

Secure 2

High 2