Writing assessment guidelines: levels 3 and 4   Child'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*
L4	**Across a range of writing** ■ some variety in length, structure or 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, 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 not always clearly signalled	**Across a range of writing** ■ paragraphs / sections help to organise content, *e.g. main idea usually supported or elaborated by following sentences* ■ within paragraphs / sections, limited range of connections between sentences, *e.g. over-use of 'also' or pronouns* ■ some attempts to establish simple links between paragraphs / sections not always maintained, *e.g. firstly, next*	**Across a range of writing** ■ relevant ideas and content chosen ■ some ideas and material developed in detail, *e.g. 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, including adverbs with –ly formation - regularly formed content/lexical words, including those with multiple morphemes - most past and present tense inflections, plurals ■ *likely errors:* *- homophones of some common grammatical function words,* *- occasional phonetically plausible spelling in content/lexical words,*	
L3	**In most writing** ■ reliance mainly on simply structured sentences, variation with support, *e.g. some complex sentences* ■ *and*, *but*, *so* are the most common connectives, subordination occasionally ■ 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 attempt to organise ideas with 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 internal structure within sections of text *e.g. one-sentence paragraphs or ideas loosely organised* ■ within paragraphs/sections, some links between sentences, *e.g. use of pronouns or of adverbials* ■ movement between paragraphs/sections sometimes 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** ■ purpose established at a general level ■ main features of selected form are signalled to the reader ■ some attempts at appropriate style, with attention to the reader	**In most writing** ■ simple, generally appropriate, vocabulary used, limited in range some words selected for effect on occasion	**In most writing** ■ correct spelling of - some common grammatical function words - Common content/lexical words with more than one morpheme, including compound words ■ likely errors*:* *- some inflected endings,* e.g. past tense, comparatives, adverbs *- some phonetically plausible attempts at context/lexical words*	**In most writing** ■ legible style, shows accurate and consistent letter formation, sometimes joined correct spelling of
BL									
IE									

Key: BL – Below level   IE – Insufficient evidence

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