

## Writing Assessment – Blue

Handwriting	Construction and Organisation of sentences and texts	Writing for effect	Punctuation	Spelling
<p><u>Forms lower case letters correctly that are correctly sized relative to each other.</u></p> <p><u>Forms and orientates capital letters correctly and are correctly sized in relation to lower case letters.</u></p> <p><u>Begins to join some letters.</u></p> <div style="border: 2px solid blue; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Termly Assessment</p> <p>Statements must be embedded before highlighting. To assess the stage at which the child is performing, count up highlighted statements and indicate in the correct box.</p> </div>	<p>Uses time conjunctions. e.g. next, then, before, after.</p> <p><u>Writes compound sentences using coordinating conjunctions e.g. and, but, or, so.</u></p> <p>Uses subordinating conjunctions e.g. when, because, if, that.</p> <p>Writes simple sentences which are mostly grammatically correct.</p> <p><u>Writes different types of sentences i.e. question, statement, command, exclamation.</u></p> <p><u>Writes in the past and present tense correctly.</u></p> <p><u>Plans writing by orally telling what they are going to write and plans writing using simple written models.</u></p> <p><u>Writes narratives with an obvious beginning, middle and end.</u></p> <p>Writes simple opening and ending for some non-narrative texts.</p> <p><u>Uses some of the features of taught text types e.g. subheadings for reports: numbers for instructions.</u></p> <p><u>Proof-reads work to check it makes sense and corrects errors of tense and grammar.</u></p>	<p>Begins sentences with time adverbs e.g. before, after, first, finally, suddenly, next.</p> <p>Begins sentences with subordinating conjunctions such as when and if.</p> <p><u>Uses expanded noun phrases in their writing e.g. the delicate, blue butterfly: the lonely man on the moon.</u></p> <p>Begins sentences with ‘ly’ adverbs e.g. Sneakily, the girl crept downstairs.</p> <p>Uses ambitions taught vocabulary correctly e.g. synonyms for sad, nice, horrible, big etc</p> <p>Adds detail (characters, settings, non-narrative events) to sentences by using expanded noun phrases, adjectives and adverbs e.g. The enormous, ferocious tiger walked slowly through the jungle. e.g. The Great Fire of London started in a baker shop and spread quickly because the houses were close together.</p> <p>Evaluates their writing with support and makes some improvements.</p> <p>Brief comments, questions about events or actions suggest viewpoint.</p>	<p><u>Uses full stops and capital letters accurately to demarcate sentences.</u></p> <p><u>Uses exclamation marks and question marks accurately.</u></p> <p>Uses commas for lists.</p> <p>Uses apostrophes for possession (singular) e.g. the girl’s book.</p> <p><u>Proof-reads their work to check and correct errors in sentence demarcation and spelling</u></p> <p>Uses capital letters for proper nouns</p>	<p><u>Knows the corresponding graphemes for all phonemes, including those taught in Phase 6, and often chooses correctly.</u></p> <p><u>Segments unknown words, including multi- syllabic words, into phonemes and represents these with graphemes, spelling many correctly.</u></p> <p>Spells all high frequency words correctly, including those in Phase 6.</p> <p><u>Spells common exception words.</u></p> <p>Spells some common homophones correctly e.g. here and hear.</p> <p>Spells some common near-homophones correctly e.g. where and were.</p> <p><u>Spells some words in their contracted form correctly e.g. don’t, can’t, it’s, doesn’t, won’t.</u></p> <p><u>Uses suffixes ‘ment, ‘ness, ‘ful’, ‘less’, ‘ly’, ing, ed, er, est.</u></p> <p>Spells words:</p> <ul style="list-style-type: none"> <li>• ending in ‘tion’ correctly.</li> <li>• with silent letters (k, w)</li> <li>• with the different dge/ge/g/j sound</li> <li>• with the c making s sound</li> <li>• with le/el/al/il endings</li> <li>• with y/ey endings</li> </ul> <p>Adds the suffixes ‘ed, ‘ing’ ‘er, ‘est’ to a root words ending in ‘y’ with a consonant before it e.g. copier, happiest, replied. Spells plural nouns and verbs which end in ‘y’ changing it to ‘ies’ e.g. babies, carries.</p>

Emerging:  
5-9 statements = 2E  
10 – 18 = 2E+

Developing:  
19 - 26 statements = 2D  
27 - 29 = 2D+

Secure: 2S  
30 -36 statements achieved  
including all KPI’s

Mastery: 2S+  
37 -38 statements embedded and applied in a range of