

Making a summative judgement about attainment in writing

Monkspath School September 2016



Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Where to find evidence	Predominant teaching style	In summary:
Basic	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Evident in pupil books immediately following teaching of a particular skill. Evident where direct support and guidance has been provided by an adult	Modelling Explaining	A child is beginning to demonstrate understanding of a concept . They remember facts about the objective and can recall them . They may begin to apply facts and rules linked to the objective but are not sufficiently confident to do this without prompting or may apply the facts in a basic or inconsistent way .
Secure	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Evident in 'Big Writes'	Reminding Guiding	A child is able to apply the necessary skills or knowledge in order to demonstrate that they have mastered the concept . They confidently meet the objective and demonstrate a full ability to apply the concept, facts, rules or ideas that are involved. They are confident in summarising their approach and explaining their method to others .
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Evident in Big Writes and other independent work across the curriculum, particularly where the particular skill or concept has not been taught for a long period of time or when a child has chosen to select to use the skill without prompting .	Coaching Mentoring	A child exhibits a depth of learning related to the objective, can select this in different contexts and justify their choice to use the chosen skills . They evaluate when to prioritise the skill when confronted with routine or non-routine situations. They are able to revise what they know or create their own solutions to situations and justify the rationale for their choices .

Academic Year:	Teacher:
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Stage 3 Writing Assessment Criteria											
Criteria	Expresses time, place and cause using appropriate adverbial phrases (eg then, next, soon, therefore..)	Expresses time, place and cause using appropriate conjunctions (eg when, before, after, while, so because..)	Expresses time, place and cause using appropriate prepositions (eg before, after, during, in, because of..)	Uses a mixture of simple, compound and complex sentences	Organises writing in paragraphs to group related material	In narratives, creates settings, characters and plot with some detail/development	Sometimes uses inverted commas correctly to punctuate speech	Consistent use of apostrophe for contraction and possession	Uses the forms 'a' or 'an' accurately according to whether the next word begins with a consonant or a vowel	Uses headings and sub-headings to aid presentation of non-fiction genres	
Basic											
Secure											
Deep											

Stage 3 Writing Assessment Criteria						
Criteria	Understands the difference between speech language and writing language	Can use the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'	Spells around half of word list in Appx 1 and the word patterns taught in the Yr3/4 programme of study (p59)	Writes dictated sentences correctly that include spellings and punctuation taught	Understands and uses the Year 3 grammar terminology set out in Appx 2 (p76), when discussing writing	Makes handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately
Basic						
Secure						
Deep						

Scoring (see guidance sheet in addition to this):

- ◆ 'Basic' = 1 point
- ◆ 'Secure' = 2 points
- ◆ 'Deep' = 3 points

CRITERIA SHOULD BE DATED

Total Number of points		
Autumn	Spring	Summer
Stage		
Autumn	Spring	Summer

Child's Name:

All pieces of writing should meet the purpose of the task, needs of the audience and incorporate the main features of the genre.

Stage 3			
Below (B3)	Working Towards (3W)	Secure (3S)	Greater Depth (3G)
0—16	17 – 32	33—43	44—48



Year 3: Detail of content to be introduced (statutory requirement) (Appendix 2)	
Year 2 Word	Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
Year 3 Word	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Year 2 Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Year 3 Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Year 2 Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
Year 3 Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Year 2 Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Year 3 Punctuation	Introduction to inverted commas to punctuate direct speech
Year 2 Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
Year 3 Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')