

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 5 Writing Assessment Criteria

Criteria	Uses commas to clarify meaning or avoid ambiguity such as with relative clauses	Ensures the consistent and correct use of tenses throughout a piece of writing	Ensures correct subject and verb agreement when using singular and plural	Uses more sophisticated conjunctions to build cohesion within a paragraph and to link ideas	Uses adverbials of time, place and number to link ideas across paragraphs	Uses expanded noun and verb phrases to convey information more precisely	In narratives integrates description, action and dialogue to advance the plot	Uses organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, tables etc)	Demonstrates ways to create tension and atmosphere in narrative and poetry	Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)	Uses relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
Basic											
Secure											
Deep											

Stage 5 Writing Assessment Criteria

Criteria	Sentences correctly punctuated with capital letters, full stops, exclamation marks, question marks, commas between coordinate adjectives, commas in a list and after fronted adverbials	Uses brackets, dashes or commas to indicate parenthesis	Spells at least half the words in the Yr 5/6 list and spelling rules taught in Appx 1 (p66)	Uses the grammar terminology for Year 5 set out in Appx 2(p78) when discussing writing	Writes legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
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 5

Below (B5)	Working Towards (5W)	Secure (5S)	Greater Depth (5G)
0—16	17 – 32	33—43	44—48



Year 5: Detail of content to be introduced (statutory requirement) (Appendix 2)

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 4 Word	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Year 5 Word	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]
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 4 Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]
Year 5 Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
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 4 Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Year 5 Text	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Year 3 Punctuation	Introduction to inverted commas to punctuate direct speech
Year 4 Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials
Year 5 Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
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')
Year 4 Terminology for pupils	determiner pronoun, possessive pronoun adverbial
Year 5 Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity