

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 6 Writing Assessment Criteria

Criteria	Creates atmosphere and integrate dialogue to convey character and advance action.	Uses a wide range of clause structures, sometimes varying their position within the sentence.	Uses adverbs, prepositional phrases and expanded noun phrases effectively to add detail qualification and precision.	Selects vocabulary and grammatical structures that reflect the level of formality required, mostly correctly.	Uses passive and modal verbs mostly appropriately.	Uses inverted commas correctly.	Uses commas for clarity and punctuation for parenthesis mostly correctly.	Some use of semi-colons, dashes, colons and hyphens.	Uses a range of cohesive devices including: repetition, ellipses, adverbials, on the other hand, in contrast, as a consequence. Within and across sentences.	Maintains legibility, fluency and speed in handwriting, choosing whether or not to join specific letters.	Spells most words from the Year 5 and 6 words correctly
Has not met											
Met											

Stage 6 Writing Assessment Criteria

Criteria	Manages shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.	Selects verb forms for meaning and effect.	Uses a full range of punctuation taught at KS2 including colons and semi colons to mark boundaries between independent clauses. Mostly correct
Has not met			
Met			

Total Number of Criteria Met		
Autumn	Spring	Summer

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

Pupils write for a range of purposes and audiences (including writing a short story).

CRITERIA SHOULD BE DATED

Stage 6			
Below (B6)	Working Towards (6W)	Secure (6S)	Greater Depth (6G)
0-8	9-19	20-22	23
Not all criteria on rear of sheet	Including all criteria on rear of sheet	Including all 'at the standard criteria' (black text) and all preceding statements on back of	All criteria met

Child's Name:

Academic Year:	Teacher:
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'Working Towards' Stage 6 Writing Assessment Criteria

Criteria	<ul style="list-style-type: none"> • using paragraphs to organise ideas 	<ul style="list-style-type: none"> • describing settings and characters 	<ul style="list-style-type: none"> • using some cohesive devices* (eg fronted adverbials) within and across sentences and paragraphs 	<ul style="list-style-type: none"> • using different verb forms mostly accurately 	<ul style="list-style-type: none"> • using co-ordinating and subordinating conjunctions 	<ul style="list-style-type: none"> • using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly 	<ul style="list-style-type: none"> • spelling most words correctly* (years 3 and 4) 	<ul style="list-style-type: none"> • spelling some words correctly* (years 5 and 6) 	<ul style="list-style-type: none"> • producing legible joined handwriting.
Has not met									
Met									

Year 6: Detail of content to be introduced (statutory requirement) (Appendix 2)

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing]
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

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CRITERIA SHOULD BE DATED

Year 6: Detail of content to be introduced (statutory requirement) (Appendix 2)

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
Year 5 Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Year 6 Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man