

Willow Wood Primary School Assessment Guidelines

Band 2 Writing



Pupil Name _____

Sentences	Punctuation	Text Structure & Organisation	Composition	Vocabulary	Drafting & Editing
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 - how to plan, revise & evaluate writing
<p><u>In some independent forms of writing:</u> <i>Wider variation in sentence openings, e.g. sadly Yesterday we went.</i></p> <p>Use subordination (when, if, that and because)</p> <p>Use co-ordination (or, and, but)</p> <p>Understand how the grammatical patterns in a sentence indicate its function as a: -statement -question -exclamation -command</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Understand the following terminology: noun, noun phrase, statement, question, command, exclamation, compound, suffix, adjective, adverb, verb, tense (past & present), apostrophe, comma</p>	<p><u>In some independent forms of writing:</u> Use -capital letters, - full stops, -question marks -exclamation marks to demarcate sentences consistently in their writing</p> <p>Use commas to separate items in a list <i>Use more words with contractions e.g. I'd</i></p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's hat <i>Some limited use of inverted commas for speech</i></p>	<p><u>In some independent forms of writing:</u> <i>Some attempt to sequence ideas e.g. by use of line breaks or time related words.</i></p> <p><i>Openings and / or closings sometimes signalled e.g. developing opening around character / setting / time of day / weather.</i></p> <p><i>Ideas in paragraphs / sections grouped by content, some linking by simple pronouns</i></p> <p><i>Some internal structure within paragraphs / sections e.g. simple topic sentences to introduce paragraphs in non-fiction</i></p> <p><i>Some attempts to link paragraphs sometimes abrupt or disjointed e.g. but or most.</i></p>	<p><u>In some independent forms of writing:</u> Write about real events to develop positive attitudes and stamina for writing</p> <p>Write for different purposes to develop positive attitudes and stamina for writing</p> <p>Write poetry to develop positive attitudes and stamina for writing</p> <p><i>Mostly relevant ideas and content, sometimes repetitive or sparse with limited awareness of reader e.g. memories in a recount.</i></p> <p><i>Brief comments, questions about events or actions suggest viewpoint e.g. write in role.....apples are good for you.</i></p> <p><i>Basic purpose of writing established & some appropriate features of the given form used e.g. recount features (Impersonal, logical connectives, generalizes, description to illustrate, topic sentences & headings).</i></p> <p><i>Some attempts to adopt appropriate style e.g. question to hook reader, persuasion.</i></p> <p>Write narratives about personal experiences and those of others (real and fictional)</p>	<p><u>In some independent forms of writing:</u> <i>Use age-appropriate word choices create interest e.g. big hairy caterpillar</i></p> <p>Use expanded noun phrases for description & specification e.g. the blue butterfly, the man in the moon, plain flour</p>	<p><u>In some independent forms of writing:</u> Consider that they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>Consider what they are going to write before beginning by writing down ideas and / or key words and new vocabulary</p> <p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their writing by: -evaluating their writing with their teacher and other pupils -re-reading to check that their writing makes sense -proof-reading to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>



Genres to be covered across the year (Please highlight / tick when they have been covered)	narratives about personal experiences & those of others (real & fictional)	Real events	Non-chronological reports	Instructions	Explanation	Poetry	Information
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Spelling

- Segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learning new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones
- Learning to spell common exception words
- Learning to spell more words with contracted forms
- Learning the possessive apostrophe (singular) e.g. the girl's book
- Distinguishing between homophones and near-homophones
- Add suffixes to spell longer words including –ment, -ness, -ful, -less, -ly
- Apply spelling rules and guidance (s listed in English Appendix 1)
- Write from memory simple sentences dictated by the teacher that includes words using the GPCs, common exception words and punctuation taught so far.