

Milestone 2 Assessment criteria for writing

Name:

Autumn

Spring

Summer

Learning objective		Basic	Advancing	Deep
Composition				
To write with purpose.	Features of a type of writing.	Writing frames or similar support is used.	When reminders are provided, the main features of the type of writing is applied (genre specific.)	The main features of a type of writing are generally applied without prompts.
To use imaginative description.	Using techniques used by authors to create characters and settings.	When help is provided, character descriptions are focused on appearance and settings described by what can be seen.	When reminders are provided, character descriptions include character traits and descriptions of settings include an attempt to capture or suggest mood.	Character descriptions include a mixture of appearance and action to convey the nature of the character and settings are generally conveyed well in terms of appearance, atmosphere and mood.
	To use alliteration, similes and a range of descriptive phrases effectively.	When encouragement is given, alliteration and some descriptive phrases are used.	When reminders are provided, alliteration is used effectively and there is some attempt at the use of similes. When reminders are provided, collective nouns are used.	Well-chosen descriptive phrases are used to enliven the narrative and alliteration and similes are used appropriately for effect. Collective nouns are used effectively to create interest.
To organise writing appropriately.	Use organisational devices such as headings and sub-headings.	When writing frames or support is provided, organisational features are used.	When reminders are provided, organisational features are used effectively.	Organisational features are generally used effectively.
	To use verb tense accurately.	When help is provided, regular verbs ending in – ed are used appropriately.	When reminders are provided, regular and some irregular verbs are used appropriately to convey tense. I.e. she had become or she became.	The perfect forms of verbs are used effectively to show when an event is happening, demonstrating an understanding of how time shifts.
	Use connectives that signal time and shift attention.	When a framework or examples are provided, connectives are used. E.g. before, soon, at last.	When reminders are provided, effective connective choices are generally made. E.g. However, meanwhile, despite.	A good range of connectives is used effectively. E.g. Besides, in addition to, having decided.
To use paragraphs.	Organising paragraphs around a theme.	When examples are provided, paragraphs focus on a theme.	When reminders are provided, paragraphs are well organised around a theme.	A theme is clearly introduced and developed and remains consistent throughout each paragraph.
	Sequencing paragraphs.	An attempt to create a logical sequence for paragraphs can be seen.	When reminders are provided, paragraphs have a logical order although some may be out of sequence.	A clear and logical sequence of paragraphs is evident.
To use sentences appropriately.	Use a mixture of compound and complex sentences.	When help/structure is provided writing includes a mixture of simple and some compound sentences.	When reminders are provided, an effective mixture of simple compound and complex sentences are used.	Writing demonstrates well-chosen and correctly punctuated sentence types.
	Write sentences that are punctuated correctly and include: conjunctions, adverbs, clauses and adverbial phrases.	Some of the features listed are used in writing.	Most of the features listed are used in writing.	Sentences include all the features listed as appropriate for the type of writing.

Transcription.	To present neatly.	Writing is beginning to be joined appropriately.	Writing shows appropriately and consistently joined letters.	Writing almost always shows fluent, joined letters.
	Handwriting.	Writing is beginning to show parallel down strokes and appropriate spacing.	Writing generally shows accurate spacing and well-formed letters.	Writing is easy to read due to clear and thoughtful spacing and parallel down strokes.
Spelling. (See appendix from National Curriculum)	Use prefixes and suffixes, and understand how to add them.	When examples are provided, prefixes and suffixes are used.	Prefixes and suffixes are often used.	Well-chosen prefixes and suffixes are used correctly.
	Spell homophones correctly.	Some homophones are used correctly, while others may be misused.	Most homophones are used correctly.	Almost all homophones are used correctly.
	Apostrophes.	When guidance is provided, the possessive apostrophe is used for regular plurals.	When reminders are provided, the possessive apostrophe for both regular and irregular plurals is used.	The possessive apostrophe for both regular and irregular plurals is used accurately and consistently.
Punctuation.	Use commas after fronted adverbials.	When examples are provided, sentences that begin with an adverb are correctly punctuated. (For example: Unexpectedly, there was a loud knock at the door.)	When reminders are provided, fronted adverbials are correctly punctuated.	Fronted adverbials are correctly punctuated.
	Use and punctuate direct speech.	When guidance is provided, direct speech is contained within speech marks (inverted commas)	Direct speech is generally contained within speech marks. Capital letters are generally used for the first letter of the first word of each sentence within the speech marks. Direct speech is separated from the rest of the sentence, usually by a comma. (For example: Dad said softly, "Please sit down.")	In addition to the fluent use of speech punctuation as outlined in 'Advanced', the following is used and applied correctly: When breaking direct speech up, by inserting information about who is speaking, capital letters for the first word inside the second set of speech marks are not used. (For example: "If you think you can speak to me like that," she said, "you had better think again!")
Analysis and Presentation.	To analyse writing. Year 3, conjunction, adverb, preposition, direct speech, speech marks (inverted commas) prefix, consonant, vowel, clause, subordinate clause. Year 4, pronoun, possessive pronoun, adverbial.	The use of Year 3 terminology is growing and applied in most cases.	The use of Year 3 terminology is fluently applied and some of the Year 4 terminology is understood and used.	The Year 3 and 4 terminologies is fluently applied throughout a range of reading and writing activities.
	To present writing.	When encouragement and support are provided, presentations are beginning to show confidence and appropriate intonation.	Appropriate intonation is attempted in most cases.	Presentation is articulate and intonation, pace and variation in volume show a good awareness of the audience.