



Writing Assessment

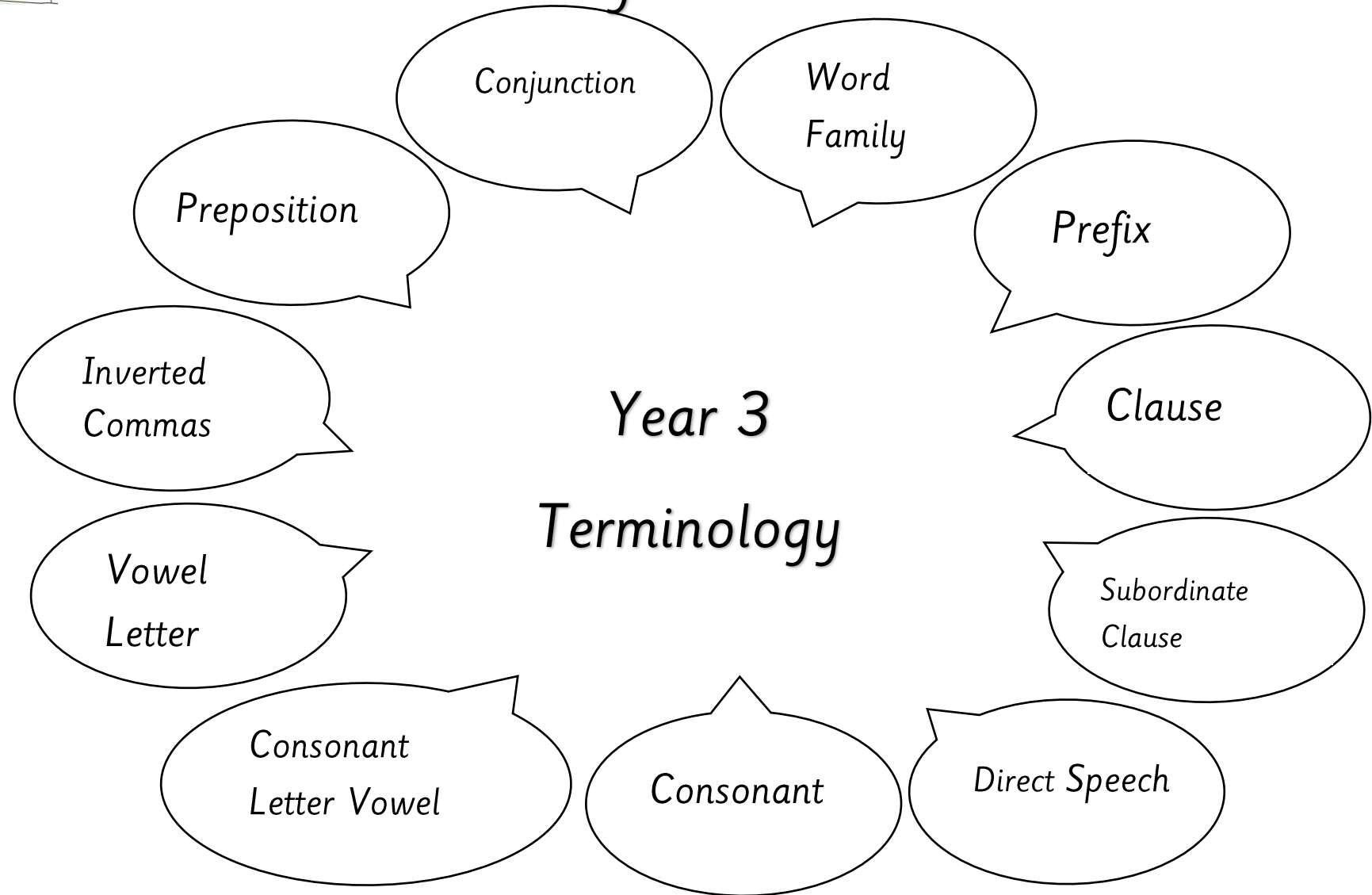
| Spelling | Composition | | Grammar and Punctuation |
|--|---|---|--|
| <input type="radio"/> To be able to use prefixes and suffixes correctly | <input type="radio"/> To be able to write a variety of sentence types | Plan | <input type="radio"/> To be able to use prefixes |
| <input type="radio"/> To be able to spell compound words | <input type="radio"/> To be able to use the connectives: or, and, but, so, yet, nor, because to extend sentences | <input type="radio"/> To be able to plan a piece of writing | <input type="radio"/> To be able to use determiners (a or an) effectively |
| <input type="radio"/> To be able to spell some homophones | <input type="radio"/> To begin to use subordinate clauses accurately (who, which, while, when, where, then, so that, if, to, until) | Draft | <input type="radio"/> To be able to use conjunctions appropriately |
| <input type="radio"/> To be able to do simple dictation | <input type="radio"/> To be able to use relative clauses (who, whom, which, whose, that) | <input type="radio"/> To be able to compose and rehearse sentences orally | <input type="radio"/> To be able to use adverbs effectively |
| <input type="radio"/> To be able to spell nouns formed from prefixes (auto, super, anti) | <input type="radio"/> To be able to use verb tenses consistently (past and present) | <input type="radio"/> To be able to organise paragraphs around a theme | <input type="radio"/> To be able to use prepositions appropriately |
| <input type="radio"/> To be able to spell word families (e.g. teach, teacher, teaching) | <input type="radio"/> To be able to write with some variation in sentence openers | <input type="radio"/> To be able to use a connective correctly (and) | <input type="radio"/> To be able to use inverted commas to punctuate speech in writing |
| <input type="radio"/> To be able to place the possessive apostrophe accurately in words with regular plurals (girls', boys') and in words with irregular plurals (children's). | <input type="radio"/> To be able to use fronted adverbials (when, where, how) | Evaluate and Edit | <input type="radio"/> To be able to use capital letters, full stops, question marks and exclamation marks |
| | <input type="radio"/> To be able to use prepositional phrases (on the mat, behind the tree, in the air) | <input type="radio"/> To be able to assess the effectiveness of their own and others writing | <input type="radio"/> To be able to use commas to separate items in a list and separate clauses (who, which) |
| | <input type="radio"/> To be able to use technical vocabulary (non-fiction) | <input type="radio"/> To be able to check the accuracy of grammar and vocabulary in their writing | <input type="radio"/> To be able to use synonyms |
| | <input type="radio"/> To be able to discuss and record ideas | Proof Reading | <input type="radio"/> To be able to use adverbial phrases |
| | <input type="radio"/> To be able to use a rich and varied vocabulary | <input type="radio"/> To be able to proof read for spelling and punctuation errors | <input type="radio"/> To be able to use pronouns |
| | | <input type="radio"/> To be able to read aloud their own writing using intonation | <input type="radio"/> To be able to use apostrophes (contraction / possession) |

Name:

Class:



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