

Stoke Writes

Assessment Grid for Writing: Path 2

Name _____

	I can start!	I can join!	I can write it!	I can say it!	My Punctuation SW5	My Spelling SW6	My Presentation SW7
Path 2: Step 1 (Working Towards the Expected standard)	<p>SW1</p> <p>Beginning to use a wider range of time connectives to start sentences:</p> <ul style="list-style-type: none"> • First • Next • Last • After • Then • Suddenly • Finally • When • While • As soon as • Afterwards 	<p>SW2</p> <p><u>Understands how to use coordinating conjunctions.</u></p> <ul style="list-style-type: none"> • for • and • nor • but • or • yet • so <p>(FANBOYS)</p> <p>Connectives signalling time are used, eg:</p> <ul style="list-style-type: none"> • before • after • then 	<p>SW3</p> <p><u>Writes about personal experiences and those of others (real and fictional).</u></p> <p><u>Writes about real events.</u></p> <p><u>Writes poems.</u></p> <p><u>Writes statement and question sentences.</u></p> <p><u>Can plan what they are going to write about.</u></p> <p>All events are in a logical order and link.</p> <p>Writes a balance of compound and simple sentences.</p> <p>Able to use prepositions.</p> <p>Adjective choices are becoming more specific and ambitious, e.g. 'it was a glorious day', rather than 'it was a sunny day'.</p> <p><u>Re-reads writing and, with some support from the teacher or their peers, is able to make some improvements to spelling, punctuation and grammar.</u></p>	<p>SW4</p> <p>Begins to add suffixes to adjectives, eg beauty to beautiful.</p> <p>Extends experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios.</p> <p>Recounts experiences and imagines possibilities, often connecting ideas.</p> <p><u>Writing is rehearsed orally.</u></p> <p><u>Reads aloud what they have written with appropriate intonation to make the meaning clear.</u></p>	<p>SW5</p> <p><u>Capital letters are used accurately in some sentences.</u></p> <p><u>Full stops are used accurately in some sentences.</u></p> <p><u>Exclamation marks and question marks are sometimes used accurately.</u></p> <p><u>Beginning to use apostrophes where letters are missing.</u></p>	<p>SW6</p> <p><u>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</u></p> <p><u>Able to spell some common exception words.</u></p> <p>Able to spell words with:</p> <ul style="list-style-type: none"> dge/ge (bridge, bulge) /s/ sound spelt c (race, ice) kn/gn wr le/e/ai/il -y (cry, reply) /ɔ:/ sound spelt a (walk) /ɪ/ sound spelt o (other) /i:/ sound spelt -ey (donkey) p/ sound spelt a (want) /ɜ:/ sound spelt or (worm) ɔ:/ sound spelt ar (warm) ʒ/ sound spelt s (usual) 	<p>SW7</p> <p><u>Forms lower-case letters of the correct size relative to one another.</u></p> <p><u>Forms lower case letters in the correct direction, starting and finishing in the correct place.</u></p> <p><u>Leaves spaces between words.</u></p>
Path 2: Step 2 (Working at the Expected Standard)	<p>Beginning to show some use of adverbs to start sentences: e.g.</p> <ul style="list-style-type: none"> • Suddenly • Slowly • Luckily • Happily 	<p><u>Uses subordinating conjunctions.</u></p> <ul style="list-style-type: none"> • when • if • that • because <p><i>'I will wash the dishes when I have finished my homework.'</i></p>	<p><u>Able to write different sentence types: statement, question, exclamation and command, e.g.</u></p> <p><u>The large bus is red.</u></p> <p><u>Where are you going?</u></p> <p><u>What big teeth you have!</u></p> <p><u>Move over!</u></p> <p><u>Can write a short narrative.</u> Story openings and endings are becoming more sustained.</p> <p><u>Consistently uses the correct tense which is appropriate to the task (past/present).</u></p> <p><u>Uses the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting.</u></p> <p>Writing holds the interest of the reader.</p> <p><u>Uses expanded noun phrases regularly.</u></p> <p><u>Makes simple additions, revisions and correction to their/their peers' writing including:</u></p> <p><u>Re-reading to check that their writing makes sense.</u></p> <p><u>Proof reading for errors</u></p>	<p>Uses a wider range of story language.</p> <p>Able to develop descriptive lists e.g. 'the green, silky, soft scarf...'</p> <p>Rhyming patterns are identified and imitated from poetry.</p> <p><u>Able to write from memory simple sentences dictated by the teacher.</u></p>	<p><u>Capital letters, full stops, question marks and exclamation marks are used accurately most of the time.</u></p> <p>Beginning to use commas for simple subordination and in lists.</p> <p><u>Apostrophes are used for simple contractions, e.g. don't, won't.</u></p>	<p><u>Able to spell many common exception words.</u></p> <p><u>Able to spell some words with contracted forms.</u></p> <p><u>Can add es to nouns/ verbs ending in y (flies)</u></p> <p><u>Can add -ed, -ing, -er, -y</u></p> <p><u>Add suffixes to spell some longer words correctly, e.g. -ment, -ness, -ful, -less, -ly</u></p> <p><u>To be able to spell compound words, e.g. whiteboard, superman.</u></p> <p><u>Spells words ending in -tion.</u></p> <p><u>Can distinguish between some homophones and near homophones.</u></p>	<p><u>Start using some of the diagonal and horizontal strokes needed to join letters in some writing.</u></p> <p><u>Use spacing between words that reflects the size of the letters.</u></p> <p><u>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</u></p> <p>Handwriting is always legible.</p> <p>No mixing of upper and lower case letters can be seen.</p>
Path 2: Step 3 (Working at Greater Depth)	<p>Independently applies a variety of sentence openers.</p> <p>Choices are chosen for effect and fit the sentence, e.g. 'Suddenly, the big bad wolf jumped out from behind the tree!'</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but), is consistently applied, e.g. Goldilocks went into the house of the bears because she was hungry.</p>	<p><u>Writes for different purposes.</u></p> <p>Routinely writes different sentence types.</p> <p>Knows what command, exclamation, question and statement sentences are, and how they impact on the reader.</p> <p>Beginning to understand how to use inverted commas.</p> <p>Uses adverbs.</p> <p>Routinely uses language they have listened to, drawn from their reading, and magpies.</p> <p>Organisation of writing is specific to meet the purpose.</p> <p><i>Example – numbers or bullet points for a set of instructions.</i></p> <p>Drafts, edits and publishes final pieces of writing.</p> <p>Routinely writes in past and present tense accurately.</p> <p>Beginning to organise writing into paragraphs.</p>	<p>Describe the features that have been used for different types of writing.</p> <p>Accurately write a sentence that is dictated – for statement, exclamation, command and question sentences.</p>	<p><u>Uses the full range of punctuation taught at key stage 1 mostly correctly.</u></p> <p><u>Routinely use apostrophes for missing letters in words.</u></p> <p><u>Uses an apostrophe for singular possession, e.g. Laura's</u></p> <p><u>Routinely use commas to separate items in a list and for simple subordination.</u></p> <p>Uses inverted commas.</p>	<p><u>Able to spell most common exception words.</u></p> <p><u>Able to spell most words with contracted forms.</u></p> <p><u>Adds suffixes to spell most longer words correctly, e.g. -ment, -ness, -ful, -less, -ly</u></p> <p><u>Routinely uses possessive apostrophe correctly for singular nouns.</u></p>	<p><u>Uses the diagonal and horizontal strokes needed to join letters in most of their writing.</u></p>