

Stoke Writes

New Level Descriptors Assessment Grid for Writing: Path 5

Name _____

	I can start! SW1	I can link! SW2	I can write it! SW3	I can say it! SW4	My Punctuation SW5	My Spelling SW6	My Presentation SW7
Path 5: Step 1 (Working Towards the Expected Standard)	<p><u>Beginning to use devices to build cohesion within a paragraph:</u> Examples Beginning to use adverbials for place, time, manner and number, pronouns/nouns, and conjunctions for subordination.</p>	<p><u>Beginning to use devices to build cohesion within a paragraph:</u> Examples Beginning to use adverbials for place, time, manner and number, pronouns/nouns, and conjunctions for subordination.</p>	<p>Writing is cohesive and length is more sustained.</p> <p>Tense changes are appropriate and accurate.</p> <p><u>Conversational dialogue for characterisation and behaviours; dialogue specifically used as a plot development tool. (Actions, flashback, flash forward etc.)</u></p> <p><u>Beginning to use relative clauses with who, which, where, when, whose and that.</u></p> <p><u>Work is routinely proof read for spellings, punctuation, and to ensure it makes sense.</u></p> <p><u>Beginning to use peer evaluation to improve specific aspects of their writing.</u></p> <p><u>Writing shows consistently/effective use of the structures of chosen non-narrative text types.</u></p> <p><u>Uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</u></p>	<p>Able to talk with confidence for a range of purposes and a range of audiences.</p> <ul style="list-style-type: none"> Pitch changes for emphasis Pauses for effect and clarity Enunciation is appropriate Maintain eye contact Uses gesture and facial expression to engage audience. 	<p><u>Beginning to use brackets, dashes or commas to indicate parenthesis.</u></p> <p><u>Beginning to use commas to clarify meaning or avoid ambiguity.</u></p> <p>Speech demarcation is accurate.</p>	<p><u>Able to spell some words from the Y5/6 word list.</u></p> <p><u>Able to spell words with silent letters.</u></p> <p><u>The following ending for words are understood and used:</u> 'cious/tious 'vicious' 'cial/tial endings eg. 'official' <u>ant/ance/ancy/observant</u> <u>ent/ence/ency</u> <u>'innocent'</u></p> <p><u>Converts nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</u></p>	<p>Own handwriting style is consistently being applied.</p>
Path 5: Step 2 (Working at the Expected Standard)	<p><u>Routinely uses devices to build cohesion within paragraphs.</u></p>	<p><u>Routinely uses devices to build cohesion within paragraphs.</u></p>	<p><u>Uses adverbs or modal verbs to indicate degrees of possibility.</u></p> <p>Uses a variety of speech verbs appropriately.</p> <p>The format of the writing meets the purpose or context with increasing sophistication, e.g. brevity in a diary entry, elaboration in a non-chronological report.</p> <p><u>Routinely uses relative clauses with who, which, where, when, whose and that.</u></p> <p><u>Vocabulary is appropriately used for clarity, emphasis, technical accuracy and to engage the reader.</u></p> <p>Writing shows consistently effective use of the structure of chosen non-narrative text type.</p> <p><u>Work is routinely proof read for spellings, punctuation and to ensure it makes sense.</u></p> <p><u>Routinely uses peer evaluation to improve specific aspects of their writing.</u></p> <p><u>Uses a dictionary and thesaurus independently and effectively.</u></p>	<p>Purposefully talks with confidence for a range of purposes and a range of audiences.</p> <ul style="list-style-type: none"> Pitch changes for emphasis Pauses for effect and clarity Enunciation is appropriate Maintain eye contact Uses gesture and facial expression to engage audience. 	<p><u>Routinely uses brackets, dashes or commas to indicate parenthesis.</u></p> <p><u>Routinely uses commas to clarify meaning or avoid ambiguity.</u></p>	<p><u>Able to spell some words from the Y5/6 word list.</u></p> <p><u>The following ending for words are understood and used:</u> -ible 'sensible' -able 'dependable' -ably 'comfortably' -ibly 'possibly'</p> <p><u>Understands and uses the 'i before e except after c' rule:</u> 'deceive' 'believe'</p> <p><u>Use of the hyphen is understood and used appropriately:</u> 'co-ordinate'</p> <p><u>Uses verb prefixes (e.g. dis- de- mis- over- and re-)</u></p>	<p>Own handwriting style is consistently being applied.</p>
Path 5: Step 3 (Working at Greater Depth)	<p>Controls the use of the range of cohesive devices for impact and effect on the reader.</p>	<p>Controls the use of the range of cohesive devices for impact and effect on the reader.</p>	<p>Able to control the use of paragraphs to move the plot forward, change time and place, character, subject, mood, and/or viewpoint.</p> <p>Writing shows mostly, the appropriate adaptation of features of the chosen form to meet the purpose of the task or for a specific audience.</p> <p>Effective use of technical and precise vocabulary for effect, i.e. to inform, persuade, explain etc.</p> <p>Applies age-appropriate grammar, spelling and punctuation consistently and independently when writing across the curriculum.</p>		<p>Uses Y5 punctuation accurately and independently when writing across the curriculum.</p>	<p>Spells age-related words accurately when writing across the curriculum.</p>	

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