

STEBBING PRIMARY SCHOOL – BAND 5 WRITING ASSESSMENT

Pupil Name..... Year Group ..... Assessment Year.....

| <b>Text Type:</b>  |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|-------------------|--|--|--|--|---------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>Date:</b>   |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can produce well-structured and organised writing using a range of conventions in layout.  |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).  |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can select the correct genre for audience and purpose, and use it accurately   |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can select from a wide range of known imaginative and ambitious vocabulary (should be words that are not usually used by a child of that age) and use precisely (All spelling including of complex words, is almost always correct). |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use paragraphs consistently and appropriately.   |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can group things appropriately before or after a main verb, (e.g. The books, the pens and the pencils were already on the table).  |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.  |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment).  |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use complex sentence structures appropriately.   |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use a wider range of punctuation, almost always accurately:  | Full stops        |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Capital letters   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Commas            |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Apostrophes       |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Bullet points     |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Inverted commas   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Hyphens           |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Brackets          |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Colon             |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Semi-colon   |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use punctuation appropriately to create effect.  | Exclamation marks |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Dashes            |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Question marks    |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Ellipsis          |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can write neatly, legibly and accurately in a flowing, joined style.   |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can adapt handwriting for a range of tasks and purposes, including for effect.   |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can spell accurately in all but the most complex word e.g. paraphernalia, quintessential etc. and most or all of the Year 5 High Frequency Words and the Year 5 words in the N.C. Appendix 1.  |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use the passive voice for variety and to shift focus,  |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).   |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').  |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents and bibliography).                       |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use literary features to create effect (see appendix).   |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can interweave implicit and explicit links between sections.   |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide,  |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Can show confident and established 'voice'.  |                   |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>AUTUMN</b>  | <b>SPRING</b>     |  |  |  |  | <b>SUMMER</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Listed in approximate hierarchy. For assessment, however, please use a 'best fit' approach.

## BAND 5 WRITING APPENDIX

- Make use of literary features (alliteration, onomatopoeia, figurative language, dialect, metaphor, simile). Use personification for mood e.g. The sea whispered against the sand)
- Add ed-ing-ly starters
- Create '3 If' sentences e.g. If you can offer some time, if you are sociable, if you would like to help others, then call today.
- Add embedded adverbials e.g. She banged on the door, shaking with rage, and waited.
- Use rhetorical sentences
- Use asides to the reader
- Write in third person omniscient (an all-knowing narrator not only reports the facts but may also interpret events and relate the thoughts and feelings of any character)
- Foreshadow events
- Build tension
- Use adjectives of taste e.g. bitter
- Hide details from the reader
- Use repetition to engage the reader
- Use contrast within and beyond sentences e.g. Out of the dirty, ramshackle house walked the gleaming silver robot
- Build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.

## Banding guidance

|                                  | Working Towards the Expected Standard (WTS) | Working at the Expected Standard (EXS) | Working at Greater Depth (GDS) |
|----------------------------------|---|--|--------------------------------|
| <b>Assessment</b><br>(Out of 34) | <b>7-16</b>                                 | <b>17-26</b>                           | <b>27-34</b>                   |

- Once a statement has been ticked twice, this statement can be highlighted in the appropriate colour to show that this has been evidenced twice.
- If a child is performing below 'Working Towards', it is suggested that they are assessed on the previous banding writing assessment to provide more accurate assessment.
- It is suggested that teachers use the writing appendix to help inform them when arriving at a banding.
- Use the following table to monitor the statements achieved throughout the year.

Please use the following codes when recording bandings:

- **WTS** – for children who are working at the expected standard.
- **EXS** – for children who are working at the expected standard.
- **GDS** – for children who are working at greater depth.

|                               | End of previous year assessment | AUTUMN | SPRING | SUMMER |
|-------------------------------|---------------------------------|--------|--------|--------|
| <b>Statements Highlighted</b> |                                 |        |        |        |
| <b>Banding</b>                |                                 |        |        |        |