

STEBBING PRIMARY SCHOOL – BAND 3 WRITING ASSESSMENT

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

Text Types:																				
Date:																				
Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).																				
Can usually join their handwriting.																				
Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.																				
Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).																				
Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').																				
Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).																				
Can extend sentences using a wider range of connectives to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).																				
Can usually use correct grammatical structures in sentences, (nouns and verbs agree generally).																				
Can use pronouns appropriately to avoid the awkward repetition of nouns.																				
Can use most punctuation accurately:	Full Stops																			
	Capital Letters																			
	Question Marks																			
	Exclamation Marks																			
	Commas																			
Apostrophes																				
Can structure and organise work clearly,																				
Is beginning to use paragraphs.																				
Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).																				
Can write neatly, legibly and accurately, mainly in a joined style.																				
Can use adjectives and adverbs for description.																				
Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.																				
Can develop characters and describe settings, feelings and / or emotions, etc.																				
Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).																				
Can attempt to give opinion, interest or humour through detail.																				
Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)																				
Is beginning to develop a sense of pace (lively and interesting)																				
AUTUMN				SPRING								SUMMER								

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

BAND 3 WRITING APPENDIX

- Use **original** similes
- Set a mood
- Write an opening to grab the reader
- Use onomatopoeia
- Use sentences of three e.g. He opened the door, rushed down the path and jumped over the gate
- Create double adjective sentences e.g. The small, plump woman bustled through the colourful, noisy market
- Create double more/less sentences e.g. The more he waited, the more his stomach churned
- Use powerful verbs for action
- Add adjectives of condition e.g. rusty
- Add adverbs of manner (speech)
- Add adverbs of manner (action)
- Describe through specific detail
- Write in third person limited (from one person's point of view)
- 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)
Assessment (Out of 26)	5-12	13-20	21-26

- 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
Statements Highlighted				
Banding				