

BAND 2 WRITING APPENDIX

- Use alliteration
- Add pairs of adjectives
- Create list sentences e.g. The room was in such a state. Socks, mugs, books, toys and empty crisp packets were everywhere.
- Use short sentences for impact
- Use powerful verbs for noise
- Add adjectives of texture e.g. rough
- 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 25)	5-11	12-19	20-25

- Children can only achieve the 'Working at Expected' banding if they have satisfied all of the KPI's in bold at least three times in three different pieces of writing.
- Once a statement has been ticked **three times**, this statement can be highlighted in the appropriate colour to show that this has been evidenced consistently.
- If a child is performing below 'Working Towards', it is suggested that they are assessed on the previous banding writing assessment to provide a 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				