## STEBBING PRIMARY SCHOOL - BAND 2 WRITING ASSESSMENT

Pupil Name	Year Group Ass	essme	nt Ye	ear	•••••	•••••	•••••				
	Text Type:										
	Date:										
not be accurate, but mainly 'flows' as i											
some early writing, at least a paragrap Can control use of ascenders/descender handwriting.											
Can write in three or more text forms or writing is a narrative, simple report or r ticked. If another genre, it can be as the	y will already know those three.										
Can provide enough detail to interest the additional information or description,	beyond a simple list).										
Can vary the structure of sentences to in sentences e.g. questions, direct speech or	opening with a subordinate clause).										
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 usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least).											
Can match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing).											
Can spell most common words correctly and most of the Years R,1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1.											
Can use phonetically plausible strategi polysyllabic words, (if all spelling is co secure evidence – tick the criteria).	rrect in a long enough piece to be										
Can use connectives other than 'and' to											
thoughts, ideas etc. (e.g. but, so, then,											
	Full Stops Capital Letters										
	Exclamation Marks										
Can use a range of punctuation	Question Marks										
accurately:	Commas for a list										
	Apostrophes for contraction										
	Apostrophes for singular possession										
Can make writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc.).											
Can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing).											
Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g. a title – 'Big Billy Goat Gruff').											
Structures basic sentences correctly, including capitals and full stops in a longer piece (one error acceptable).  Can use accurate and consistent handwriting, (in print at minimum, can show											
consistent use of upper/lower case, ascenders/descenders, size and form).  Begins to show evidence of joining handwriting.											
Uses past and present tenses correctly.	SPRING						CIL	\A	- D		
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## **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				