

STEBBING PRIMARY SCHOOL – BAND 5 WRITING ASSESSMENT

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

Text Type:																					
Date:																					
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'.																					
AUTUMN	SPRING					SUMMER															

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)
Assessment (Out of 34)	7-16	17-26	27-34

- 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				