

Writing standards file

Stephanie – low level 2

Recount of a family holiday

Persuasive letter

Newspaper report

Letter of complaint

Opening paragraph of a story

Recount of a family holiday

Children were asked to write about a family holiday. During paired discussion, they were asked to talk about events from their holiday in a sequential order and to talk about their favourite parts of the holiday, explaining what they had enjoyed most and why.

The image shows a handwritten recount of a family holiday. The text is written on lined paper and includes several annotations. Five boxes on the left and right provide feedback on different aspects of the writing. The text is as follows:

We went on holiday. It was great
 fun. We had went to the owl sandsh red and
 it was a new owl sandsh red and there was
 a house of old and there was a new
 claymen frame and a new car and a
 new owl. Then we went to the
 carousel. The next day we went to the
 park every day. The next day we went to the park
 and after the park we went to the
 and we had a picnic then we went to the
 bulls pen and there was a baby's play
 area and children play area and there
 were wavy slides one girl big slide
 one with slide on metal slides slide
 and another slide and Melissa
 got one face pinched and Milya got her
 face pinched.

Annotations include circles around words like 'went', 'the next day', 'the park', 'children', 'big slide', and 'face pinched'. Arrows point from these annotations to feedback boxes:

- Simple opening (AF3 L2 b2)**: Points to the first sentence.
- Sentences mostly grammatically incorrect (AF6 below L2)**: Points to several sentences.
- Capital letters and full stops mainly inaccurate (AF6 below L2)**: Points to 'W', 'T', 'P', 'C', 'S', 'M', 'F', 'P', 'M', 'F'.
- No attempt made to signal sections or group ideas (AF4 below L2)**: Points to 'the next day'.
- Some use of sequencing ideas (AF3 L2 b1)**: Points to 'Then we went' and 'The next day'.
- High frequency words spelt incorrectly but often phonetically plausible attempts made (AF8 L2 e.g. b4)**: Points to 'went', 'park', 'children', 'slide', 'face pinched'.
- 'one wavy slide' (etc.) recalls traditional tales. Not really effective in recount**: Points to 'one with slide'.

Assessment summary

In her recount, Stephanie shows that she can use some elements of the given writing form (AF2). There is a clear sense of 'who, what, where and when' and the recount is written in the past tense (AF5). Stephanie includes some relevant details and a few apt word choices that create interest for the reader (AF1). When describing the slides in the park, her use of story language is awkwardly placed. There is an attempt to sequence ideas (AF3) but the overall piece lacks cohesion and there is no definite ending (AF3). Some use of time connectives, 'The next day', 'Then we went', support the chronological sequencing of events. Stephanie uses a mixture of simple and compound sentences but inaccuracies in punctuation detract from the overall

effectiveness of the sentence structure (AF6). Stephanie's handwriting is difficult to read and incorrect letter formation can sometimes result in loss of meaning. This deterioration in handwriting style often occurs when Stephanie is asked to write for a sustained amount of time. Overall, the evidence suggests that she is working on the level 1/level 2 borderline.

Persuasive letter

Children wrote a formal letter to their headteacher to persuade her to ban school uniform. They were reminded to include reasons why uniform should be banned and to focus on persuasive language. Sentence openers were given to scaffold and to help organise the structure of the writing.

Address written by S

Dear *Name of class teacher written by S*

Although not everyone will agree So I think school uniforms should be ban because it is very uncomfortable.

Firstly it is very very sticky and very very hot because when you sit down they stick to you so please change them.

Furthermore when you run they sometimes splits and it is inbrisen and when you are playing games like hand stand the lasttick band.

Finally So it would be very very very very loud if evryone had a argment.

Sentence openers given as support (AF5 not assessed)

Letter opening used and some evidence of attempting to persuade but little evidence of formal writing style (AF2 L2 b2)

Sentences mainly grammatically incorrect (AF6 below L2)

Related points are grouped together (AF3 L2 b1) but with little elaboration of information or detail (AF1 below L2)

Assessment summary

The letter shows that Stephanie can use some features of the target text type (AF2). The opening to the letter and first paragraph show some formal language appropriate to task and purpose (AF2). There is an attempt to persuade through the use of some adventurous word choices (AF7) and the inclusion of a personal voice 'it is very very sticky and very very hot' (AF1). Stephanie presents two main reasons why there should be no school uniform: it is uncomfortable and impractical. In concluding the letter, Stephanie changes the subject and therefore loses the purpose. Stephanie's overall sentence structure lacks cohesion. Her attempts to deal with the given sentence openers appear to undermine her understanding of more basic, common connectives such as 'and' and 'so' (AF5, AF6).

Letter of complaint

Following completion of the class novel, *The Twits* by Roald Dahl, and literacy work based on the novel, the children were asked to write a letter of complaint in role as Mr Twit. Stephanie decided to write a complaint about the noise and disturbance caused by monkeys banging on the wall. Stephanie was given a very basic writing frame: 'Dear Mr Pet' and 'Yours sincerely'.

Dear Mr Pet,

I ~~for~~ ~~have~~ ~~not~~ ~~read~~ a lot of ~~boone~~
 from you what in ~~ork~~ is a matter?
 what are you ~~doing~~ to them monkeys?
 Are you doing something to them
 monkeys. I ~~sent~~ ~~down~~ ~~it~~ ^{like}
 Do you ~~lead~~ them Are you coming
 to ~~cool~~ them? ~~at~~ ~~lastly~~ I can't go to
Sleep
 I am coming to your hole
 to see what it's a matter it ~~is~~ ~~very~~ ~~very~~
how ~~is~~ ~~you~~ ~~are~~ ~~killing~~ ~~them~~
~~how~~ ~~many~~ ~~monkeys~~? ~~where~~ ~~are~~ ~~the~~
 monkeys? ~~at~~ ~~lastly~~ ~~how~~ ~~many~~ ~~monkeys~~
 monkeys are going ~~crasy~~ in that
~~how~~ ~~many~~ ~~because~~ ~~there~~ ~~is~~ ~~dearly~~
 it's a lot of ~~boone~~ ~~thru~~ ~~the~~ ~~wall~~
~~how~~ ~~many~~ ~~way~~ ~~is~~ ~~that~~ ~~a~~ ~~cool~~ ~~silic~~ ~~on~~
 the ~~sales~~ and all of your ~~vercher~~
 on your ~~swaling~~ How you
 got ~~some~~ ~~ing~~ ~~on~~ ~~you~~?

Annotations and Assessment Boxes:

- Correctly spells high frequency words (AF8 L2 b1)**: Points to 'boone' and 'mork'.
- Phonetically plausible attempts at vowel digraphs (AF8 L2 b4)**: Points to 'oo' in 'boone' and 'oo' in 'ooing'.
- Question marks generally accurate (AF6 L2 b3)**: Points to question marks in 'what in mork is a matter?', 'what are you doing to them monkeys?', 'Do you lead them?', 'to cool them?', 'at lastly', and 'where are the monkeys?'.
- Consistent use of present tense throughout (AF5 L2 b3)**: Points to 'are you doing', 'are you coming', 'I am coming', 'are you killing', 'are the monkeys', 'monkeys are going', 'is a lot of boone', 'way is that', 'sales', and 'are you'.
- Mainly simple sentences (AF5 L2 b2)**: Points to the overall structure of the letter.
- Sentences sometimes demarcated with full stop and capital letter (AF6 L2 b2)**: Points to 'Dear Mr Pet,' and 'I for have not read'.
- Questions give some variation in sentence openers (AF5 L2 b1)**: Points to 'Do you lead them?', 'Are you coming to cool them?', and 'How many monkeys are going crazy?'.
- Lacks detail relating to the story. Overall purpose of the task not clearly established (AF2 below L2)**: Points to the repetitive nature of the letter.
- Weakness in signalling sections or grouping ideas (AF3 below L2 and AF4 below L2)**: Points to the lack of clear structure.
- Consistent use of first and second person (AF5 L2 b3)**: Points to 'I', 'you', and 'we'.

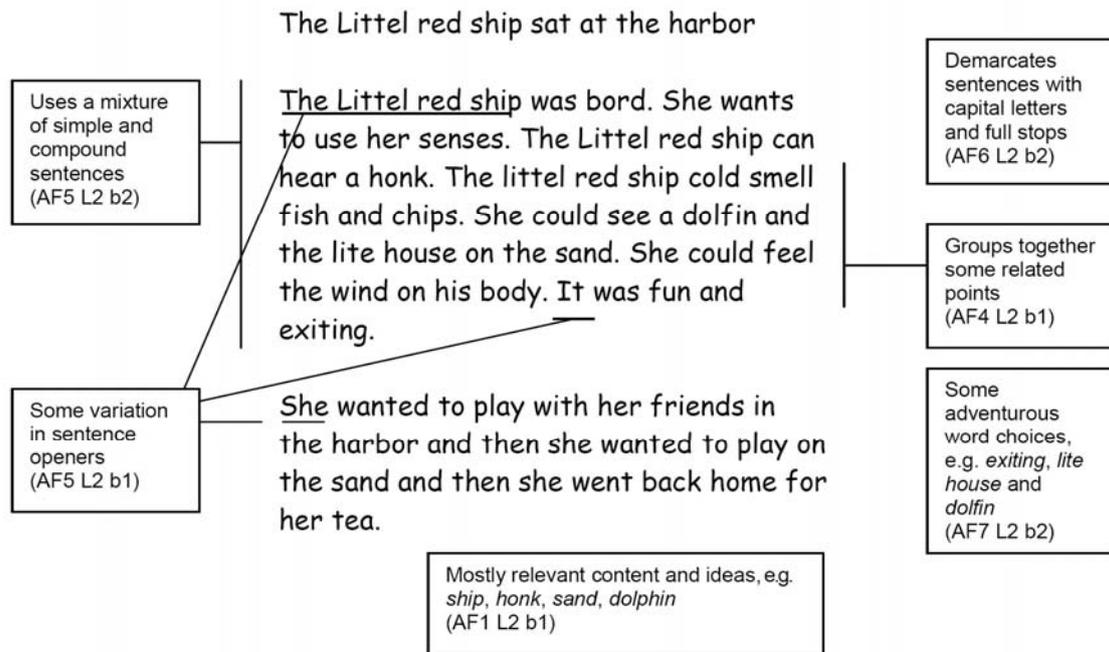
Assessment summary

Stephanie attempts to write in role as Mr Twit, adopting his exaggerated opinions and aggressive manner (AF2 L2 b3). This is successful in the opening paragraph but it becomes repetitive without further development. Stephanie relies heavily on the use of questions to engage the intended reader, Mr Pet, and overall the purpose of the task is unclear (not AF2 L2 b1). In fact, Stephanie has written to the Twits not in role as Mr Twit to Mr Pet of the RSPCA. There has been an attempt to organise ideas but this has not

been sustained and there is no satisfactory ending to the letter (AF3). The piece typifies attainment in writing at a low level 2.

Opening paragraph of a story

After watching a short animation film, *The Little Red Ship*, children were asked to write an opening paragraph to a story that included the character of the Little Red Ship. They were asked to use their senses to describe the setting. The work was done on the computer in order to link with images from the film.



Assessment summary

In this opening paragraph, Stephanie uses simple, often speech-like vocabulary to describe the setting and main character, the Little Red Ship. She employs a mixture of simple and compound sentences (AF5) and makes a clear attempt to link ideas within a short paragraph. The visual resource provided Stephanie with a helpful starting point and focus for her writing. The writing shows some imagination, has a sense of purpose, and is addressed to the reader in a way not seen in other examples of her work in this sample. The evidence suggests that the visual input engaged Stephanie's imagination and motivated her to write. It is possible that seeing her work in print also helped Stephanie to organise and punctuate her writing more effectively.

Overall assessment summary for Stephanie

Most evidence across the AFs indicates that Stephanie is working at a low level 2, although progress is clearly seen across the five pieces of writing.

She uses a mixture of simple and compound sentence structures (AF5 L2 b1). Clauses within sentences are mainly connected by 'and' (AF5 L2 b2). Sentence demarcation with capital letters and full stops is usually accurate but lacks consistency over a longer piece of writing (AF6 L2 b2). There is accurate use of question marks and commas in lists where appropriate (AF6 L2 b3).

Past and present tenses are generally consistent throughout (AF5 L2 b3). Stephanie's writing shows some variation in sentence openings (AF5 L2 b1) and some sequencing of ideas (AF3 L2 b1).

There are times when her choice of words creates interest (AF1 L2 b2) and she includes some adventurous vocabulary (AF7 L2 b2). She includes ideas that are relevant to the content but there is some repetition, and information is sparse in some examples.

There is some evidence of Stephanie's 'voice' and viewpoint throughout the writing (AF1 L2 b3). She shows that she is developing the ability to write independently and generally keeps to the features of the given form.

High frequency, single-morpheme words are spelt correctly and she makes phonetically plausible attempts at representing vowel digraphs (AF8 L2 b1 and b4). Although improving, spelling needs more attention. Stephanie's handwriting is increasingly legible, but letter formation is sometimes awkward (Handwriting L2 b1 and b2).

To progress further through level 2, Stephanie will need to build her own understanding of how to structure and punctuate different types of sentences (AF6, AF5). She also needs to include more relevant content, and organise her ideas to make it easier for a reader to follow (AF3, AF4).

On balance, Stephanie's performance is best described as a low level 2 with the greatest weaknesses in AF6 and AF4.

The National Strategies | Primary | Primary Framework for literacy and mathematics
Assessment guidelines for writing L2, L3

Writing assessment guidelines: levels 2 and 3

Pupil name Stephanie Class/Group Year 4 Date _____

	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling	Handwriting and presentation
Level 3	<p>In most writing</p> <ul style="list-style-type: none"> reliance mainly on simply structured sentences, variation with support, e.g. some complex sentences and, but, so are the most common connectives, subordination occasionally some limited variation in use of tense and verb forms, not always secure 	<p>In most writing</p> <ul style="list-style-type: none"> straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks some, limited, use of speech punctuation comma splicing evident, particularly in narrative 	<p>In most writing</p> <ul style="list-style-type: none"> some attempt to organise ideas with related points placed next to each other openings and closings usually signalled some attempt to sequence ideas or material logically 	<p>In most writing</p> <ul style="list-style-type: none"> some internal structure within sections of text e.g. one-sentence paragraphs or ideas loosely organised within paragraphs/sections, some links between sentences, e.g. use of pronouns or of adverbials movement between paragraphs/sections sometimes abrupt or disjointed 	<p>In most writing</p> <ul style="list-style-type: none"> some appropriate ideas and content included some attempt to elaborate on basic information or events, e.g. nouns expanded by simple adjectives attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. attitude expressed, but with little elaboration 	<p>In most writing</p> <ul style="list-style-type: none"> purpose established at a general level main features of selected form sometimes signalled to the reader some attempts at appropriate style, with attention to reader 	<p>In most writing</p> <ul style="list-style-type: none"> simple, generally appropriate vocabulary used, limited in range some words selected for effect or occasion 	<p>In most writing</p> <ul style="list-style-type: none"> correct spelling of – some common grammatical function words common content/lexical words with more than one morpheme, including compound words likely errors – some inflected endings, e.g. past tense, comparatives, adverbs some phonetically plausible attempts at content/lexical words 	<p>In most writing</p> <ul style="list-style-type: none"> legible style, shows accurate and consistent letter formation, sometimes joined
Level 2	<p>In some forms of writing</p> <ul style="list-style-type: none"> some variation in sentence openings, e.g. not always starting with name or pronoun mainly simple sentences with and used to connect clauses past and present tense generally consistent 	<p>In some forms of writing</p> <ul style="list-style-type: none"> clause structure mostly grammatically correct sentence demarcation with capital letters and full stops usually accurate some accurate use of question and exclamation marks, and commas in lists 	<p>In some forms of writing</p> <ul style="list-style-type: none"> some basic sequencing of ideas or material, e.g. time-related words or phrases, line breaks, headings, numbers openings and/or closings sometimes signalled 	<p>In some forms of writing</p> <ul style="list-style-type: none"> ideas in sections grouped by content, some linking by simple pronouns 	<p>In some forms of writing</p> <ul style="list-style-type: none"> mostly relevant ideas and content, sometimes repetitive or sparse some apt word choices create interest brief comments, questions about events or actions suggest viewpoint 	<p>In some forms of writing</p> <ul style="list-style-type: none"> some basic purpose established, e.g. main features of story, report some appropriate features of the given form used some attempts to adopt appropriate style 	<p>In some forms of writing</p> <ul style="list-style-type: none"> simple, often speech-like vocabulary conveys relevant meanings some adventurous word choices, e.g. opportune use of new vocabulary 	<p>In some forms of writing</p> <ul style="list-style-type: none"> usually correct spelling of – high frequency grammatical function words common single morpheme content/lexical words likely errors – inflected endings, e.g. past tense, plurals, adverbs phonetic attempts at vowel digraphs 	<p>In some forms of writing</p> <ul style="list-style-type: none"> letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words
BL									
IE									

Key: BL – Below level IE – Insufficient evidence

Overall assessment (tick one box only)

Low 2

Secure 2

High 2

Low 3

Secure 3

High 3

QCA

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