



Benson C of E Primary School writing

Child's name:	Date started:	
	Date completed:	

Assessment Focus (AF)	Level 2	Level 3
AF5: Vary sentences for clarity, purpose & effect.	<p>I have tried to start my sentences in different ways so I don't always start with a pronoun (I, it, he, she, and they).</p> <p>I have tried to use past or present tense correctly throughout my writing, for instance: He <i>is running</i> or he <i>runs</i> (present tense - it's happening now), He <i>was running</i> or he <i>ran</i> (past tense - it's already happened).</p> <p>I have used the word <i>and</i> to join some of my sentences together.</p>	<p>I have used connectives like <i>and</i>, <i>but</i> & <i>so</i> to join some of my clauses together into longer sentences.</p> <p>I have tried to use some more interesting connectives (like: <i>if</i>, <i>when</i> & <i>because</i>) to write complex sentences (sentences with a main and a subordinate clause or clauses).</p> <p>I have tried to use the correct tenses of verbs when I am writing about things happening at different times like: I <i>am</i> happy (present tense), I <i>was</i> happy (past tense) and the correct form of the verb like: she <i>was</i> happy (singular form of the verb) NOT she <i>were</i> happy (plural form of the verb which is incorrect as she is one person - singular).</p>
AF6: Write with technical accuracy of syntax & punctuation in phrases, clauses & sentences.	<p>I can edit my writing so that most of my sentences begin with a capital letter and end with a full stop.</p> <p>I have tried to use exclamation marks (!) to show strong feelings & question marks (?) when someone asks a question.</p> <p>I have tried to use commas to separate items in a list for instance: <i>I bought a cabbage, some carrots, an apple and a cake.</i></p>	<p>I have used capital letters and full stops at the beginning and end of all of my sentences.</p> <p>I have tried to use question marks (?) and exclamation marks (!) accurately.</p> <p>I have tried to use commas to separate items in a list for instance: <i>She bought bananas, apples, peaches and pears.</i></p> <p>I have tried to use speech marks around words that are actually spoken (Like: "Stop Thief!" the women shouted).</p>
AF3: Organise, & present whole texts effectively, sequencing & structuring information, ideas & events.	<p>I have tried to write a clear opening and ending.</p> <p>I have tried to sort my ideas into a sensible order.</p>	<p>I have organised my writing so that similar ideas are together.</p> <p>I have put my ideas in a logical (sensible) order.</p> <p>I have tried to write a clear opening and ending.</p>
AF4: Construct paragraphs & use cohesion within & between paragraphs.	<p>I have grouped similar ideas together.</p> <p>I have tried to use pronouns (like: <i>it</i>, <i>he</i>, <i>she</i>, <i>we</i> and <i>they</i>) so that my ideas are linked together well.</p>	<p>I have tried to organise my ideas into paragraphs or sections.</p> <p>I have used pronouns (like: <i>it</i>, <i>he</i>, <i>she</i>, <i>we</i> and <i>they</i>) within my paragraphs or sections so that my ideas are linked together well.</p>
AF1: Write imaginative, interesting & thoughtful texts.	<p>I have tried to interest my reader by using lots of interesting words.</p> <p>I have tried to interest my reader by including relevant detail in non-fiction writing.</p>	<p>I have interested my reader by using adjectives to describe things, for instance, the <i>scaly</i> lizard.</p> <p>I have interested my reader by <u>only</u> including relevant detail in non-fiction writing.</p>
AF2: Produce texts which are appropriate to the task, reader & purpose.	<p>I have tried to think about why I am writing and who will be reading my work (my audience).</p> <p>I make sure that my ideas fit in with the type of writing I am doing.</p>	<p>I have thought about why I am writing and who will be reading my work (my audience).</p> <p>I have tried to use the main features of the type of writing I am doing (you may have used a success ladder to help you with this)</p>
AF7: Select appropriate & effective vocabulary.	<p>I have tried to be adventurous and use words I have only just learnt.</p> <p>I have tried to use words that match the type of writing I am doing.</p>	<p>I have tried to use interesting adjectives to suit the type of writing I am doing.</p> <p>I have tried to use some words for effect for instance topic related words in non-fiction writing.</p>
AF8: Use correct spelling.	<p>I can spell most high frequency words.</p> <p>I have sounded out words to spell them.</p> <p>I have tried to use the rule for spelling the past tense of verbs with 'ed' on the end (like: <i>walked</i>, <i>tried</i>, and <i>hopped</i>).</p> <p>I have tried to use rules for plurals (more than one of something like: one <i>bus</i>, two <i>buses</i>, one <i>life</i>, two <i>lives</i>).</p>	<p>I have spelt most words with only one syllable correctly.</p> <p>I have broken longer words up into syllables to help me spell them.</p> <p>I have tried to use all of the spelling rules I have learnt to help me spell independently.</p>
Hand writing & presentation.	<p>I have formed my letters correctly by starting in the right place so that they have clear ascenders (like the letter d) and descenders (like the letter g).</p> <p>I have tried not to use capital letters in the middle of words.</p>	<p>I have made all of my letters the same size and I have tried to join them correctly.</p>