

Section 1

Pupil Statements for Writing

Pupil Statements for Writing

Section 1 contains the pupil statements developed from each of the level and performance descriptors outlined in the National Curriculum tests (KS1 and 2).

They can be used in a variety of ways:

- As a self-assessment tool for pupils and a means of identifying the next steps.
- As criteria for agreement trialling within and across schools
- As a steer for teachers' planning
- To help focus teaching on the key elements of writing.
- As criteria for monitoring pupils' progress in writing.

NB

P = pupil's judgement

T = teacher's judgement

		P	T
HIGH LEVEL 5	<p><u>Content, purpose and organisation (Information)</u> I can:</p> <ul style="list-style-type: none"> • write well with detail and sequence • order and choose my points well • include a full range of information in appropriate detail • use an appropriate voice for the type of writing • summarise my writing in a final paragraph • organise through paragraphs or other layout features 		
	<p><u>Content, purpose and organisation (Narrative)</u> I can:</p> <ul style="list-style-type: none"> • write in a well constructed form • show the development of a theme (a controlling idea) and plot (the train of events) • use techniques like surprise, flashbacks or time shifts. • use the idea of conflict between characters • comment on characters' feelings or situation 		
	<p><u>Grammar and vocabulary</u> I can:</p> <ul style="list-style-type: none"> • use a variety of simple and complex sentences to create specific effects • chose specific vocabulary for particular effects. • use figurative language to create specific effects (e.g. personification, metaphor) • use dialect to help with the understanding the character. • where appropriate, continue a formal style throughout my writing where appropriate 		
	<p><u>Punctuation</u> I can:</p> <ul style="list-style-type: none"> • use a range of punctuation to change the pace and create effects • use commas to separate clauses • begin to use colons or dashes for longer sentences 		
	<p><u>Spelling</u> I can:</p> <ul style="list-style-type: none"> • Spell accurately including some irregular words 		
	<p><u>Handwriting</u> I can:</p> <ul style="list-style-type: none"> • produce fluent and legible handwriting which is consistent and stylish. • produce handwriting which is appropriate for the task. 		

		P	T
LEVEL 5	<p><u>Content, purpose and organisation (Information)</u> I can:</p> <ul style="list-style-type: none"> • use a suitable layout • write an introduction to show the context and purpose • begin to engage the reader (by using a personal comment or referring to what follows) • put together a series of points • write an appropriate conclusion • structure my writing and make it convincing • give a good amount of information, description, instruction • organise my writing in paragraphs or other ways to mark the introduction, main content, conclusion 		
	<p><u>Content, purpose and organisation (Narrative)</u> I can:</p> <ul style="list-style-type: none"> • write well structured stories. • begin my stories in different and interesting ways, e.g. action or dialogue • use dialogue, action and description interwoven into the story. • change the setting and make my story interesting by moving between time and places • comment on the characters' actions. • express the thoughts and feelings of the characters • use paragraphs or other ways for the opening, main content, conclusion of my story. 		
	<p><u>Grammar and vocabulary</u> I can:</p> <ul style="list-style-type: none"> • use a variety of simple and complex sentences • use an impersonal or formal style when appropriate • use phrases and words to convey precise meanings (e.g. <i>edging my way down the corridor</i>) • use Standard English, colloquialism or dialect appropriately. 		
	<p><u>Spelling</u> I can:</p> <ul style="list-style-type: none"> • Spell correctly complex regular patterns. 		
	<p><u>Punctuation</u> I can:</p> <ul style="list-style-type: none"> • correctly use commas, speech marks and capitals for proper nouns • use other punctuation e.g. dashes or brackets (e.g. for humour or narrator's comments) 		
	<p><u>Handwriting</u> I can:</p> <ul style="list-style-type: none"> • produce fluent and legible handwriting which is consistent and stylish. • produce handwriting which is appropriate for the task. 		

		P	T
LEVEL 4	<p><u>Content, purpose and organisation (Information)</u></p> <p>I can:</p> <ul style="list-style-type: none"> • use a non-fiction structure • put the points in a logical order • finish with a suitable phrase or sentence • usually use a suitable layout • clearly present my information • attempt to persuade if necessary • keep my ideas going at a good pace • cover my subject well 		
	<p><u>Content, purpose and organisation (Narrative)</u></p> <p>I can:</p> <ul style="list-style-type: none"> • produce a story with a clear structure (beginning, middle and a good ending) • make my events exciting in the story • have characters that develop as the story goes along (through the dialogue or action with other characters). • Create an important turning point in the story. • Comment upon the characters and how they have behaved. • Finish my story with a suitable phrase or sentence or question 		
	<p><u>Grammar and vocabulary</u></p> <p>I can:</p> <ul style="list-style-type: none"> • write complex sentences • use connectives to show order and emphasis (if ...then...however... [so as] to) • choose words and phrases for interest or to be exact • match pronouns and verbs to make sense in my sentences 		
	<p><u>Punctuation</u></p> <p>I can:</p> <ul style="list-style-type: none"> • use capital letters, full stops and question marks correctly in all of my sentences • sometimes use commas for a list, phrase or clause • use speech marks 		
	<p><u>Spelling</u></p> <p>I can:</p> <ul style="list-style-type: none"> • Spell most words accurately including longer polysyllabic words 		
	<p><u>Handwriting</u></p> <p>I can:</p> <ul style="list-style-type: none"> • Produce handwriting that is joined, fluent and clear. (A style that is consistent in size and spacing of letters) 		

		P	T
LEVEL 3	<p><u>Content, purpose and organisation (Information)</u> I can:</p> <ul style="list-style-type: none"> • put in an introduction, and some points about the topic • put the points in order (correct sequence) • begin to set out my writing like non-fiction • put in some information about my opinion • give some detail (time, place, description, information) • Make my writing interesting or funny 		
	<p><u>Content, purpose and organisation (Narrative)</u> I can:</p> <ul style="list-style-type: none"> • Set my writing out like a story: it has a beginning, middle and an ending. • Include more than one character • Put the events in the correct order • Describe the character and their feelings. • Make my story interesting and clear to the reader • Make my writing interesting or funny. 		
	<p><u>Grammar and vocabulary</u> I can:</p> <ul style="list-style-type: none"> • begin to use my own style of writing • use words like never and everywhere to describe events • use joining words (but, so, when, because, also) • use some adverbs or adjectives to add detail • match nouns to verbs to make them sound right in a sentence 		
	<p><u>Punctuation</u> I can:</p> <ul style="list-style-type: none"> • use capital letters and full stops correctly in most of my sentences • write in clear sentences • use question marks • sometimes use speech marks. 		
	<p><u>Spelling</u> I can:</p> <ul style="list-style-type: none"> • usually spell accurately including longer words with more than one syllable (common words such as 'together' 'Wednesday') 		
	<p><u>Handwriting</u> I can:</p> <ul style="list-style-type: none"> • Produce handwriting that is joined and legible. (The joining lines between letters are correct. Ascenders and descenders are in proportion and are mainly parallel.) 		

		P	T
LEVEL 2A	<p><u>Content, purpose and organisation</u></p> <p>I can:</p> <ul style="list-style-type: none"> • Write in an interesting way which makes the reader want to read more. • Begin to set out information writing and instructions with an appropriate structure. • Use headings and introductions to help me structure my ideas. • Write stories and poems which are interesting and clear and which makes the reader want to read more. • Have a go at making my writing interesting or funny 		
	<p><u>Grammar and vocabulary</u></p> <p>I can:</p> <ul style="list-style-type: none"> • use some joining words such as: <i>but, so, because,</i> • use some adverbs or adjectives to add detail • make sure that there are clear links between ideas and sentences. 		
	<p><u>Punctuation</u></p> <p>I can:</p> <ul style="list-style-type: none"> • use capital letters and full stops correctly in some of my sentences • use question marks. 		
	<p><u>Spelling</u></p> <p>I can:</p> <ul style="list-style-type: none"> • Spell most common words accurately • Spell words with common endings such as <i>ed</i> and <i>ing</i> • Know many of the spelling patterns for the sounds • Make a good attempt at longer words with more than one syllable (e.g. 'yesterday') • Use a dictionary successfully to check my spelling. 		
	<p><u>Handwriting</u></p> <p>I can:</p> <ul style="list-style-type: none"> • Produce handwriting that is accurate and consistent. • Make joined handwriting smooth and even. 		

		P	T
LEVEL 2B	<p><u>Content, purpose and organisation</u> I can:</p> <ul style="list-style-type: none"> • Write interesting stories which have a beginning, middle and an end. • Write non-fiction writing which gives some detail and factual information. 		
	<p><u>Grammar and vocabulary</u> I can:</p> <ul style="list-style-type: none"> • use some joining words such as: <i>but, so, because</i>. • use some adjectives and other words to make my writing interesting 		
	<p><u>Punctuation</u> I can:</p> <ul style="list-style-type: none"> • sometimes use capital letters and full stops correctly in some of my sentences 		
	<p><u>Spelling</u> I can:</p> <ul style="list-style-type: none"> • spell many common words correctly (e.g. <i>day, came, bring</i>) • use my knowledge of sounds to have a good go at spelling longer words. 		
	<p><u>Handwriting</u> I can:</p> <ul style="list-style-type: none"> • Write clear capital letters and small letters (lower case) • Make the letters <i>t, l and h</i> stand tall on the line. • Make the letters <i>p, y and g</i> drop below the line. • Begin to join letters together. 		

		P	T
LEVEL 2C	<u>Content, purpose and organisation</u> I can: <ul style="list-style-type: none"> • Write a story which has a beginning, middle and an end • Write some interesting information writing 		
	<u>Grammar and vocabulary</u> I can: <ul style="list-style-type: none"> • Write ideas in sentences and in sections • Add some interesting words in my writing 		
	<u>Punctuation</u> I can: <ul style="list-style-type: none"> • sometimes use capital letters and full stops my sentences. 		
	<u>Spelling</u> I can: <ul style="list-style-type: none"> • Spell some common words correctly (<i>e.g. cat, bed, the, tree</i>). • Use the sounds in my head to have a go at spelling unknown words 		
	<u>Handwriting</u> I can: <ul style="list-style-type: none"> • Make my handwriting clear (but my letters may not be the right sizes). 		

		P	T
LEVEL 1	<p><u>Content, purpose and organisation</u> I can:</p> <ul style="list-style-type: none"> • People can read my writing without me helping them. • Write about different subjects 		
	<p><u>Grammar and vocabulary</u> I can:</p> <ul style="list-style-type: none"> • write my ideas in phrases or sentences. • write interesting words in my writing • put a space in between my words 		
	<p><u>Punctuation</u> I can:</p> <ul style="list-style-type: none"> • sometimes use capital letters and full stops in my sentences. 		
	<p><u>Spelling</u> I can:</p> <ul style="list-style-type: none"> • Use the sounds in my head to have a go at spelling. • Spell words I know well (e.g. <i>mum, in, at, I</i>) 		
	<p><u>Handwriting</u> I can:</p> <ul style="list-style-type: none"> • write letters which are a good shape. • write my letters starting and finishing at the right place. 		

'P' Levels (Performance Descriptions)

These performance descriptions outline early learning and attainment before L level 1 in eight levels, from P1 to P8. They can be used in the same way as National Curriculum level descriptions. The specific performance descriptions for writing are listed here:

- P4** Pupils begin to understand that marks and symbols convey meaning, *for example, scribbling alongside a picture or placing photographs on a personal timetable*. They make marks or symbols in their preferred mode of communication, *for example, using writing implements with a pincer grip, generating a symbol, generating a symbol from a selection on a computer*.
- P5** Pupils produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images or events, *for example contributing to records of their own achievements or to books about themselves, their families and interests*. They trace, overwrite and copy under or over a model making horizontal, vertical and circular lines. With support, they make and complete patterns.
- P6** Pupils differentiate between letters and symbols, *for example, producing a drawing to accompany writing*. They copy writing with support, *for example, labels and/or captions for pictures or for displays*. They produce or write recognisable letters or symbols related to their names.
- P7** Pupils group letters and leave spaces between them as though they are writing several words. Some letters are correctly formed. They are aware of the sequence of letters, symbols and words, *for example selecting and linking symbols together, writing their own names and one or two other simple words correctly from memory*.
- P8** In their writing and recording, pupils use pictures, symbols, familiar words and letters in sequence to communicate meaning, showing awareness of different purposes, *for example, letters, lists, stories or instructions*. They write their names with appropriate use of upper- and lower-case letters or appropriate symbols.

Agreement Trialling

The purpose of agreement trialling is to support consistency and accuracy in teacher assessments. This process can be used within separate schools and during cluster meetings across primary and middle schools.

The procedure works like this:

1. One teacher (usually the assessment or literacy co-ordinator) should lead the work with the staff.
2. Chose two or three pieces of writing from across the key stage (e.g. top, middle and bottom)
3. These should be levelled by the class teachers but the level should not be marked on the script or revealed to other teachers.
4. Copy the scripts and pass these randomly to other teachers to start the moderation.
5. All teachers should focus on each script in turn.
6. Use the level descriptors or pupil target statements to assist the moderation.
7. Teachers should use levels and grades A,B or C to differentiate achievement within the levels. (e.g. Level 2C is just above level 1 and level 2A is a high level 2 and just short of a level 3).
8. For each of the chosen scripts identify the strands from the level descriptors:
 - 'content, purpose and organisation',
 - 'grammar and vocabulary'
 - 'punctuation'
 - 'spelling'
 - 'handwriting'
9. Assign a level with a grade to identify the best fit.
10. In turn, teachers should reveal their levels. These should be listed on the flipchart with the original judgement from the class teacher.
11. The discussions should aim to agree the most appropriate overall level and grade for each piece. If there is more than one grade of disagreement then a second, closer look at the evidence and the criteria should enable agreement.
12. A final stage in the process is to define the next steps for the child.