




Writing Tasks



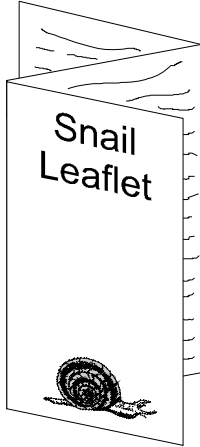
WRITING MARK SCHEME

	Writing Assessment	Child's Name:	Date:		
		Class:	Level:		
level	style and content	punctuation and grammar	spelling and handwriting		
1C	Pupils produce recognizable letters and words or symbols to convey meaning. Some of their writing may still need to be mediated to be understood.		Some commonly used letters are correctly shaped but may be inconsistent in their size and orientation.		
1B	Pupils structure some phrases and simple statements using recognizable words to communicate ideas. Their writing can generally be understood without mediation.	They begin to show an awareness of how full stops are used.	Most letters are clearly shaped and correctly orientated.		
1A	Pupils use phrases and simple statements to convey ideas, making some choices of appropriate vocabulary.	Pupils make some use of full stops and capital letters.	Some words are spelt conventionally. Letters are clearly shaped and correctly orientated.		
2C	Writing communicates meaning beyond a simple statement. It shows some characteristics of narrative or non-narrative writing, but the form may not be sustained. The vocabulary is appropriate to the subject matter. Overall the writing draws more on the characteristics of spoken language.	There is some evidence of punctuation conventions being used to demarcate units of meaning.	Some common words are spelt correctly and alternatives show a reliance on phonic strategies with some recall of visual patterns Handwriting is legible despite inconsistencies in orientation, size and use of upper and lower case letters.		
2B	The writing communicates meaning using a narrative or non-narrative form with some consistency. Sufficient detail is given to engage the reader. Variation is evident in both sentence structure and word choices, which are sometimes ambitious.	Some sentences are extended and links through connectives other than 'and'. There is some evidence of sentence punctuation.	Phonetically plausible attempts reflect a growing knowledge of whole word structure, together with an awareness of visual patterns and recall of letter strings. Handwriting is clear, with ascenders and descenders distinguished. Generally upper and lower case letters and not mixed within words.		
2A	The writing communicates meaning in a way that holds the reader's interest. Some characteristic features of a chosen form of narrative or non-narrative writing are beginning to be developed. Links between events are mainly clear and use of some descriptive phrases adds detail or emphasis.	Growing understanding of the use of punctuation is shown in the use of capital letters and full stops to mark correctly structured sentences.	Spelling of many common monosyllabic words is accurate, with phonetically plausible attempts at longer, polysyllabic words. Handwriting shows accurate and consistent letter formation.		
3C	Writing communicates meaning through a series of statements with some evidence of ideas being developed appropriately. Writing shows rudimentary organizational features appropriate to the chosen narrative or non-narrative form and reflects some awareness of the purpose and audience.	Simple connectives (<i>and, next, but</i>) are used to link ideas. Some attempt is made to add detail through the choice of vocabulary. Sentences are often demarcated by capital letters, full stops and question marks.	Spelling of simple polysyllabic words is usually accurate and most incorrect spellings are phonetically possible. Handwriting is joined and legible, but may show some irregularity in the size and shape of letters.		

Task One – Making a Leaflet

Make a leaflet arising from a non-fiction topic, eg
a fact booklet about the stars/penguins.

Make a note of your ideas here to help you remember them.



Think about:
how to set out your information
how to make the information clear
how to make your leaflet interesting

Think of 3 sections of information that you will include in your leaflet.
Write down what each part will be about.

Task Tour – Invitation

Children should write an invitation to an event, from and to a character in a book.

The task must:

be based upon a book featuring an event to which a character could write or receive an invitation;

take the form of an invitation written by and to a character in the book;