



Benson C of E Primary School

writing

Child's name:	Date started:	
	Date completed:	

Assessment Focus (AF)	Level 1	Level 2
AF5: Vary sentences for clarity, purpose & effect.	I have tried to use the word <i>and</i> to join some of my sentences together.	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). I have tried to use past or present tense correctly throughout my writing, for instance: <i>He is running</i> or <i>he runs</i> (present tense - it's happening now), <i>He was running</i> or <i>he ran</i> (past tense - it's already happened). I have used the word <i>and</i> to join some of my sentences together.
AF6: Write with technical accuracy of syntax & punctuation in phrases, clauses & sentences.	I have tried to start some of my sentences with a capital letter and end them with a full stop.	I can edit my writing so that most of my sentences begin with a capital letter and end with a full stop. I have tried to use exclamation marks (!) to show strong feelings & question marks (?) when someone asks a question. 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>
AF3: Organise, & present whole texts effectively, sequencing & structuring information, ideas & events.	I am beginning to try to use what I know about stories to help me write my own but I may need help with this. I am sometimes able to put my ideas in a sensible order but I may need help with this.	I have tried to write a clear opening and ending. I have tried to sort my ideas into a sensible order.
AF4: Construct paragraphs & use cohesion within & between paragraphs.	I sometimes use pronouns (like: <i>it, he, she, we and they</i>) so that my ideas are linked together well but I may need help with this.	I have grouped similar ideas together. I have tried to use pronouns (like: <i>it, he, she, we and they</i>) so that my ideas are linked together well.
AF1: Write imaginative, interesting & thoughtful texts.	I have tried to use interesting topic words and to describe the size and colour of things but I may need support with this.	I have tried to interest my reader by using lots of interesting words. I have tried to interest my reader by including relevant detail in non-fiction writing.
AF2: Produce texts which are appropriate to the task, reader & purpose.	I have tried to make sure that my ideas fit in with the type of writing I am doing with my teacher's help.	I have tried to think about why I am writing and who will be reading my work (my audience). I make sure that my ideas fit in with the type of writing I am doing.
AF7: Select appropriate & effective vocabulary.	I have tried to use the most interesting words that I know but I may need support with this.	I have tried to be adventurous and use words I have only just learnt. I have tried to use words that match the type of writing I am doing.
AF8: Use correct spelling.	I can spell most simple high frequency words. I have tried to sound out words to help me spell them.	I can spell most high frequency words. I have sounded out words to spell them. I have tried to use the rule for spelling the past tense of verbs with 'ed' on the end (like: <i>walked, tried, and hopped</i>). I have tried to use rules for plurals (more than one of something like: <i>one bus, two buses, one life, two lives</i>).
Hand writing & presentation.	I have tried to form my letters correctly so that my letters are all the right way round. I have put spaces between my words.	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). I have tried not to use capital letters in the middle of words.