Highlight criteria that are evident in the sample of writing. Highlight box above in same colour, and date.

**Level Descriptors for Writing**

**Name:**

**Date of first assessment:**

<table>
<thead>
<tr>
<th>EVFS</th>
<th>LINKING SOUNDS AND LETTERS</th>
<th>WRITING</th>
<th>HANDWRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 - 36 months</td>
<td>Distinguish between the different marks they make.</td>
<td>- Begin to show some control in their use of tools and equipment.</td>
<td>- Form and join letters and numbers correctly.</td>
</tr>
<tr>
<td>30 - 50 months</td>
<td>Sometimes give meaning to marks as they draw and paint</td>
<td>- Acquire meaning to marks that they see in different places.</td>
<td>- Draw lines and circles using gross motor movements.</td>
</tr>
<tr>
<td>40 - 60 months</td>
<td>Hear and say the initial sound in words and know which letters represent some of the sounds.</td>
<td>- Use writing as a means of recording and communicating.</td>
<td>- Begin to use anticlockwise movement and release vertical lines.</td>
</tr>
</tbody>
</table>

**Early Learning Goals**

- Hear and say sounds in words in the order in which they are pronounced.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Use their phonemic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

- Their use of writing is orientated correctly, (top to bottom, left to right). Writing can be read without mediation. Ideas are sequenced appropriately, with a beginning, middle and end. Some basic of layout conventions are used.

**1A**

- Can write a simple sentence that makes sense. Use full stops and capital letters more consistently.

- Writing begins to show characteristics of chosen form based on the structure of known texts. Write chronological and non-chronological texts using simple structures.

- Some basic of layout conventions are used.
- Use connectives that signal time, e.g. and, but because

**1B**

- Can compose a sentence orally and attempt to replicate it in writing. Some use of capital letters.
- Writing begins to how an awareness of how full stops are used.

- Some ideas may be linked by and, but, because. Writing can be read without mediation. Information labelled appropriately.

- Can segment adjacent consonants in words and apply this in spelling.

**2**

- Pupils’ writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible.

- Writing is composed in effective sentences, sometimes demarcated by capital letters and full stops. Recognisable letters and simple words and phrases are used to convey meaning. Produce ideas.

- Can segment adjacent consonants in words and apply this in spelling.

**3**

- Writing is generally composed in effective sentences which are grammatically correct. Uses a range of connectives to signal time, e.g. first, next, then, after, whereas, eventually, at last, because. Adds detail through repetition, e.g. golden coins; and adverbs, e.g. glistening brightly.

- Writing is composed in effective sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

- Producers use appropriate vocabulary, making choices between alternatives supplied, e.g. word families.

**3C**

- Writing in narrative, the main features of story structure are used to organise events – beginning, middle and end. The story is balanced and there is an attempt to create pace. In non-narrative, the layout attempts to organise key elements. Related material is grouped into paragraphs.

- Writing is composed in effective sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

**3A**

- Writing is composed in effective sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

- Use a range of verbs and adjectives for impact. Select nouns to be specific, e.g. pencil rather than rod. Use terminology appropriate to text-type. Attempts to engage reader through detail or word choices.

- Write with spaces between words accurately

**3B**

- Writing can begin to show characteristics of chosen form based on the structure of known texts. Write chronological and non-chronological texts using simple structures.

- Can develop ideas from known texts.

- Can use connectives that signal time, e.g. and, but because, since.

- Know how to tackle unfamiliar words that are not comprehensible de-codable

- Write with spaces between words accurately

**1**

- Pupils’ writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly oriented.

- Ideas are sequenced appropriately, with a beginning, middle and end and are becoming apparent.

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- Can use writing as a means of recording and communicating.

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Level Descriptors for Writing

<table>
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<tr>
<th>Lev</th>
<th>SENTENCE STRUCTURE AND PUNCTUATION</th>
<th>TEXT STRUCTURE AND ORGANISATION</th>
<th>COMPOSITION AND EFFECT</th>
<th>SPELLING</th>
<th>HANDWRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Complex sentences are used appropriately to text-form's. Punctuation is used to avoid repetition. Appropriate word order selected for interest, purpose or economy. Dialogue layout and punctuation accurate.</td>
<td>- Sentence length shows a range of forms to vary length and thought. Ideas are often sustained and developed in coherently constructed sentences.</td>
<td>- Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used.</td>
<td>- Spelling is mostly accurate, including difficult and unfamiliar words.</td>
<td>- Handwriting adapted to suit purpose.</td>
</tr>
<tr>
<td>5</td>
<td>Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are imaginative and words are used precisely.</td>
<td>- Palpable understanding of the organisation of paragraphs and the development of ideas.</td>
<td>- Characters convey thoughts and emotions.</td>
<td>- Spelling is mostly accurate, including difficult and unfamiliar words.</td>
<td>- Handwriting adapted to suit purpose.</td>
</tr>
</tbody>
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**Glossary:**

- **Connectives:** Join clauses or link sentences. (Connectives between and conjunctions within)
- **Subordinate clause:** Adds detail to a sentence but cannot stand alone. Although it was late, I wasn't tired.
- **Compound sentences:** Two or more clauses joined by e.g. and, but or so. The clauses are both main clauses. It was late but I wasn't tired.
- **Complex sentences:** Contains a main clause and one or more subordinate clauses. Although it was late, I wasn't tired. My Gran, who is as wrinkled as a walnut, is one hundred years old.