

Writing Standards - SPECS



S

- sentences



P

- punctuation



E

- effect



C

- connections



S

- spellings

Reading Standards – READ READ

R

- retrieve

E

- explore

A

- analyse

D

- deduce



Standard 6 Writing Planning and Assessment Tool

You are only Standard 6 if:

- Achieved Standard 5 Advanced
- Can produce 1 side + of A4 - 98% accuracy across all areas of SPECS

	Criteria	Interim Assessment Framework	Explanation
S sentences	<ol style="list-style-type: none"> 1. Can use clauses confidently and appropriately for audience and purpose. 2. Can use creative and varied sentence structure when appropriate, intermingling with simple structures for effect. 	Using a wide range of clause structures, sometimes varying their position within the sentence.	<ol style="list-style-type: none"> 1. Sentences are constructed with control to meet the purpose of the text type. 2. A range of sentence types is used to create an effect for the reader.
P punctuation	<ol style="list-style-type: none"> 3. Can use the full range of punctuation, accurately and precisely, including for sub-division, effect, listing, direct speech, parenthesis, etc. 	Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens	<ol style="list-style-type: none"> 3. All punctuation is used correctly for a variety of purposes.
E effect	<ol style="list-style-type: none"> 4. Can write neatly, legibly, accurately and fluently, in a joined style. 5. Can vary font for effect or emphasis when appropriate (print, italics or capitalisation). May only be one example. 6. Can use a range of techniques to interact or show awareness of audience e.g. action, dialogue, quotation, aside, suspense, tension, comment. 7. Can write with maturity, confidence and imagination. 8. Can consciously vary levels of formality according to purpose and audience. 9. Can use a wide range of ambitious vocabulary accurately and precisely (should be words that are not usually used by a child of that age) 10. Can use 2 or more of stylistic features to create effect within the text e.g. rhetorical questions, repetition, figurative language, passive voice, metaphor, simile, alliteration, onomatopoeia, groupings, elaboration, nominalisation, impersonal voice or universal appeal. 	<p>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> <p>Creating atmosphere, and integrating dialogue to convey character and advance the action</p> <p>Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</p> <p>Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</p> <p>Using passive and modal verbs mostly appropriately</p> <p>Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p>	<ol style="list-style-type: none"> 4. Continuous cursive handwriting used accurately and consistently. 5. Font used for effect accurately. 6. Writer shows that they have considered the audience and are involving them in the writing. 7. All writing shows a mature and confident style with imaginative content - not just copying modelled ideas. 8. The writer chooses to write formally/informally according to the text type and the audience. 9. Words used are selected for effect and are not words that would be used in everyday speak. 10. Two or more of the listed features are used for effect considering the text type.
C connections	<ol style="list-style-type: none"> 11. Can use a wide range of sophisticated connectives, including conjunctions, adverbs and prepositions, to show time, cause, sequence and mode, including to open sentences sometimes. 12. Can use implicit links within text e.g. referring back to a point made earlier or forward to more information or detail to come. 	Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs.	<ol style="list-style-type: none"> 11. A range of sophisticated words and phrases used, including as sentence starters to show relationships and connections between ideas and events. 12. A range of strategies are used to refer back to earlier points or information that is to come.
S spellings	<ol style="list-style-type: none"> 13. Can spell all vocabulary correctly apart from rare technical or obscure words. (Must have used less usual, ambitious vocabulary spelt correctly.) 	Spelling most words correctly.	<ol style="list-style-type: none"> 13. Almost all words are spelt correctly apart from rare or obscure words.

EXAMPLE

- Standard 6 Emergent (S6E): 7 - 12
- Standard 6 Secure (S6S): 13 (including ALL bold statements)
- Standard 6 Advanced (S6A) 14 - 20

Assessment

Reading

- assess progress against lesson learning objectives
- reading fluency test termly
- reading comprehension test termly
- Make a termly judgment - using school assessment approach
- data and assessment manager collates in school tracker
- pupil progress meeting termly – head and teacher
- subject leader – updated and provided with trackers to inform monitoring and SDP

Writing

- assess progress against lesson learning objectives
- assessment of independent writing using writing standards x 6 per year
- Make a termly judgment - using school assessment approach
- data and assessment manager collates in school tracker
- pupil progress meeting termly – head and teacher
- subject leader – updated and provided with trackers to inform monitoring and SDP

How do we know?

- moderation
 - school
 - Grove partnership
 - wider partnerships
- Head/data and assessment manager/subject leader QA of termly judgements
- school data