

Dolomites Writing Assessment

Children in Dolomites can write about a side of writing. They write in a number of different styles for different genres and importantly, they can write **descriptively**. They are beginning to use more sophisticated punctuation, as well as the basic sentence punctuation, which adds to the overall feel and fluency. An attempt to build in imagery using MAPS is clear. **Greater Depth statements are bold/underlined.**

Composition

Writing describes characters, settings or the theme and is appealing to the audience/reader.

New vocabulary is evident, showing an attempt to describe.

Choice of vocabulary is ambitious and adds to the style and vibrancy.

Describes the content well, incorporating lots of new vocabulary and using Exciting Sentences for effect.

Mostly makes sense with some corrections made in the editing process.

Writing makes sense and is in the correct tenses which agree with relatively few missing words.

Clear, structured writing, using some adverbials to organise paragraphs.

Smooth links between paragraphs using adverbials and sentence openers.

Uses many descriptive adjectives and adverbs (most of the piece is 'peppered' with them).

Uses MAPS to surprise and engage the reader, creating vivid imagery.

Sentence Structure (Grammar and Punctuation)

Uses some/lots of sophisticated punctuation to add effect Q ; : ? ! " , - '

Some/A lot of variety of ways to open sentences using adverbials e.g. As he...Whilst you are...Meanwhile, in another part of town...

Sentences use some/lots of descriptive adjectives and some adverbs.

Sentences may sometimes/often be extended using conjunctions and other punctuation for adding more clauses.

Spellings

Fairly accurate Year 5 and 6 spellings (about half, with some plausible attempts at the rest).

Spellings are often correct in a dictated sentence.

Handwriting

Neat, fluently joined handwriting.

**Please use this assessment criteria as a guide to support your own teacher assessment. There are no hard and fast rules with writing and you must rely on your judgement of the child's writing ability first and fore mostly. Use a 'best fit' coupled with your own judgement and instinct.*