

## Assessment grid

[Assessment writing presentation \(ppt\)](#)

Powerpoint presentation explaining how to use the grid.

## QCA assessment foci

1. Write imaginative, interesting and thoughtful texts [C&E]
2. Produce texts which are appropriate to task reader and purpose [C&E]
3. Organise and present whole texts effectively, sequencing and structuring information, ideas and events [TS&O]
4. Construct paragraphs and use cohesion within and between paragraphs [TS&O]
5. Vary sentences for clarity, purpose and effect [SS,P]
6. Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences [SS,P]
7. Select appropriate and effective vocabulary (contributes to text structure and organisation and composition and effect)
8. Use correct spelling

## Grid documents

Download the documents for each level.

[Level 1 \(word\)](#)

[Level 2 \(word\)](#)

[Level 3 \(word\)](#)

[Level 4 \(word\)](#)

[Level 5 \(word\)](#)

## Working towards level 1

There is no provision on the assessment grid for children who are working below level 1 in writing. The grid assumes that by year 1 term 1 all children are achieving at least level 1C.

Therefore, teachers need to look at the reasons why children are working below level 1 in order to select the best tool for assessing their needs.

## Why might children be working below level 1?

### 1) Foundation stage

Children in the foundation stage should be assessed using the early learning goals, moving onto the writing assessment grid when appropriate.

If children are still working below level 1 in year 1 term 1, then teachers need to consider that child's specific needs. It is inappropriate to use early learning goals for assessment after the end of the foundation stage.

### 2) Special educational needs

If children are still working below level 1 from year 1 term 1, then the P-scales should be used to ascertain levels and set targets.

### 3) Learning English as an additional language/new to English

If children are new to English, they should be assessed using the stages outlined in 'A Language in Common'. This provides steps towards level 1 and it is assumed the child will be moved onto the grid as soon as appropriate.

Was this page useful?

- [Yes](#)
- [Neutral](#)
- [No](#)

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