

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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