



Christ Church CE Primary School



*'Train up a child in the way they should go and when they are old,
they will not depart from it.'* Proverbs 22:6

Writing Assessment

At Christ Church, we assess our children's writing ability and Grammar knowledge in a range of ways to inform planning and intervention.

Early Years Foundation Stage

Throughout the children's time in Early Years at Christ Church, the children are assessed using the Development Matters Statements (September 2021) to track progress. Our aim for the end of Reception is for the children to reach their Early Learning Goal in Fine Motor Skills and Writing as outlined in the Statutory Framework for the Early Years Foundation Stage. Assessment is tracked on RM Integris using grading Below, Working Towards, Expected and Greater Depth.

Children work towards completing their 'Clever Writer Checklist' which includes the small steps needed in order to meet the statements to achieve their Early Learning Goal.

Key Stage One and Key Stage Two - Children's writing

In Key Stages One and Two, children's writing is assessed half termly, once again using RM Integris. RM Integris has all of the statements from the National Curriculum and Assessment Frameworks inputted which the class teachers mark the children a grading of 1, 2, 3 or 4 next to. 1 being not met - 4 being working at greater depth within the statement. Teachers are then given a judgment as to whether their pupils are on track to meet their end of year expectation.

The same statements that are on RM Integris are in the front of pupils books and clear guidance is given to teachers and pupils as to when award a statement as 'achieved' to ensure consistency across writing and that gaps are not forming. This links directly to the pupils 'I



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am a Clever Writer Checklist' and acts as a Success Criteria of I can statements for writing. Here is an example:

I can use present perfect form of verbs in contrast to the past tense	
I can use the present perfect form for positive reasoning - I have tried sushi. (Subject + have/has + past participle.)	
I can use the present perfect form for negative reasoning - I have not tried sushi. (Subject + have not/has not + past participle.)	
I can use the present perfect form as a question - Have you tried sushi? (Have/has + subject + past participle + ?)	
I can use the correct tense when writing including: the present, the present progressive,	
I can use simple past tense with regular and irregular verbs. (E.G - He <u>went</u> out to play.)	
I can use the past progressive. E.G - I <u>was walking</u> with my iguana.)	
I can use the future tense correctly. (E.G - Tomorrow, I <u>will go</u> to school.)	
I can use present progressive tense - (E.g I <u>am walking</u> with my iguana.)	
I can use co-ordinating conjunctions. (Evidence of each needed across the year for objective to be met.)	
I can use 'and', 'or', 'but', 'so' to join clauses.	
I can use 'yet' between clauses.	

When assessing a pupil's writing, teachers will always consider the coherence of a piece of writing before making judgements against individual 'I can statements'.

Key Stage One and Key Stage Two - Grammar, Spelling and Punctuation.

From Year One Pupils sit a termly, GAPS (Grammar, Punctuation and Spelling) test. This is to assess their knowledge of the Grammar, Spelling and Punctuation for their year group. Once pupils have sat the test, teachers use it to highlight gaps in knowledge and inform their planning. Pupils results are inputted onto RM Integris in order to track pupil progress.

A sample of the test can be found below:



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4 Tick the sentence that is a **question**.
Tick **one**.

I can swim.

Can you see it?


The frog was green.

It is a hot day.

5 Circle the **capital letter** in the sentence below.
We went to the park.

Large pupil friendly font at KS1.

6 Circle the **noun** in the sentence below.
The tent is green.



This assessment is key as if the children do not have the knowledge of a grammatical concept, they cannot be expected to use it independently and with purpose within their writing.