|  |  |  |  |
| --- | --- | --- | --- |
| **Name** Student 1 | **Achievement Indicators** | **Elements of the standard** | **Comments** |
| * composition of short, sequenced factual and imaginative texts in print and electronic form | Currently completing a self created narrative story. | Writing a narrative | \*This was a piece of work designed for the students portfolios there had been a great deal of modeling and they had a plan to work off. The piece I am assessing is their draft. |
| * related ideas, linked in sequence, to convey meaning to known audiences | Starts with Once upon a time…..  Follows narrative plan | Ideas linked in sequence |  |
| * simple, and some compound, sentences joined by appropriate conjunctions | *Thay had no food thay only had a cow.*  *Thay notest that thay dident have eny apples so Roses mother….* | Uses so and they , and | * Very basic compound sentences |
| * effective vocabulary to convey meaning, including nouns, verbs and adjectives | Rose and her Mother  Verbs – having breakfast , | Appropriate Nouns | * Limited adjectives used * Limited verbs use |
| * correct spelling of words with regular spelling patterns and plausible attempts at some words with irregular spelling patterns | High Frequency words spell mostly correctly…  *“notest”* – notice  *“scroed* “– screwed “*eny”* - any | Thay- would be the most mis spelt word  Plausible attemps uses visual and sound patterns | * I think that she does not like to take risks with her spelling and therefore this limits her description writing. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** Student 2 | **Achievement Indicators** | **Elements of the standard** | **Comments** |
| * composition of short, sequenced factual and imaginative texts in print and electronic form | Currently completing a self created narrative story. | Writing a narrative | \*This was a piece of work designed for the students portfolios there had been a great deal of modeling and they had a plan to work off. The piece I am assessing is their draft. |
| * related ideas, linked in sequence, to convey meaning to known audiences | Starts with Once upon a time…..  Follows narrative plan | Ideas linked in sequence |  |
| * simple, and some compound, sentences joined by appropriate conjunctions | ***“…****there lived a princess and a queen but sadly the king died…..”* | Uses but in one instance but does not write and more compound sentences in her writing | * Needs to focus on the development of compound sentences moving forward. |
| * effective vocabulary to convey meaning, including nouns, verbs and adjectives | *King, Queen and princess and “Ella”*  *“lived , remarried”*  “*ruby red”* and *“beautiful and kind”* | Uses verbs and nouns in her writing in the correct tense in most instances  Uses adjectives to describe characters, | * Does not use a great deal of description as I think she likes to be able to spell all of the words she is writring therefore writing is very safe…. |
| * correct spelling of words with regular spelling patterns and plausible attempts at some words with irregular spelling patterns | *“polen”* – Pollen  “*cristle “-* crystal  *“Diead”-* “died” | High frequency words are spelt correctly.  Plausible attemps uses visual and sound patterns |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** Student 3 | **Achievement Indicators** | **Elements of the standard** | **Comments** |
| * composition of short, sequenced factual and imaginative texts in print and electronic form | Currently completing a self created narrative story. | Writing a narrative | \*This was a piece of work designed for the students portfolios there had been a great deal of modeling and they had a plan to work off. The piece I am assessing is their draft. |
| * related ideas, linked in sequence, to convey meaning to known audiences | Starts with Once upon a time…..  Follows narrative plan | Ideas linked and follow a sequence |  |
| * simple, and some compound, sentences joined by appropriate conjunctions | Does use “and” to link to ideas togeher | Limited use of compound sentences | * needs to think about linking sentences together |
| * effective vocabulary to convey meaning, including nouns, verbs and adjectives | Uses nouns and verbs correctly , Goldilocks, walked and Chris and Amy and CJ | Limited use of adjectives but does convey meaning via nouns and verbs appropriately. | * Needs to be encouraged to take more risks with her spelling so as to use more descriptive language….. |
| * correct spelling of words with regular spelling patterns and plausible attempts at some words with irregular spelling patterns | Correct spelling of most one and two syllable words -High frequency …  “porrig” porridge  “paited “painted  “asare” - answer | Plausible attemps uses visual and sound patterns | * Strong spelling strategies in place… |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** Student 4 | **Achievement Indicators** | **Elements of the standard** | **Comments** |
| * composition of short, sequenced factual and imaginative texts in print and electronic form | Currently completing a self created narrative story. | Writing a narrative | \*This was a piece of work designed for the students portfolios there had been a great deal of modeling and they had a plan to work off. The piece I am assessing is their draft. |
| * related ideas, linked in sequence, to convey meaning to known audiences | Starts with Once upon a time…..  Follows narrative plan | Ideas linked and follow a sequence |  |
| * simple, and some compound, sentences joined by appropriate conjunctions | Uses and to link some sentences together and uses the word so but at the start of a sentence. | Not using compound sentences in her writing |  |
| * effective vocabulary to convey meaning, including nouns, verbs and adjectives | Uses nouns – girls, Mollie and Sarah and Sparkle …  Does use some adjectives but mainly focusing on colors …. | Use of nouns and verbs to convey meaning | * She uses description but it appears to be more of a list of ingrediants and additional details rather than trying to evoke a response from the reader. |
| * correct spelling of words with regular spelling patterns and plausible attempts at some words with irregular spelling patterns | Correct spelling of most one and two syllable words -High frequency …  “Coler” – Colors  “careing” – caring  “sultunes”- saltanas | Plausible attempts uses visual and sound patterns | * Strong spelling strategies in place… |

**Writing** 2.5

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Whole Piece | Element of the standard | Comments |
| * composition of short texts of more than one paragraph to describe experiences, tell a story, express a point of view |  |  |  |
| * appropriate ordering of events and ideas in print and electronic texts |  |  |  |
| * compound sentences linking two ideas or events, with correct use of verb tenses |  |  |  |
| * compound sentences linking two ideas or events, with correct use of verb tenses |  |  |  |
| * compound sentences linking two ideas or events, with correct use of verb tenses correct use of full stops and question marks, and experimentation with other punctuation; for example, commas, quotation marks |  |  |  |