Assessing writing

Teacher's notes

Assess writing over time and over a range of language.

Take opportunities to make use of ICT.

Celebrate achievement by creating wall displays and sharing work with partner schools.

Writing assessment materials

The writing materials in this pack are in two parts:

Part 1 has a separate page of activities for each of Grades 1 to 4 of the Languages Ladder. These are linked to the Key Stage 2 Framework objectives.

Part 2 contains suggestions for more open-ended activities showing progression from Grade 1 to 4 of the Languages Ladder based on outcomes. Teachers might like to use these activities towards the end of Key Stage 2 as a way of confirming achievement.

Developing writing skills

Children build on all their language skills, especially their reading skills, to develop their writing.

There are notes on developing reading skills on each teacher's notes page of the reading materials. In particular

- introduce reading gradually, discussing the links between phonemes and spellings;
- give children regular opportunities to read a variety of texts in class, in groups and in pairs;
- encourage them to use a bilingual dictionary to check the meaning of words;
- make writing in the new language part of children's everyday routine;
- display their written work in the classroom and throughout the school;
- play simple games to help them remember spellings and structures;
- encourage them to create their own word banks;
- provide appropriate models for children to copy and discuss ways to adapt or extend them;
- create a classroom atmosphere where they feel confident and ready to take risks.

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Assessing writing

Part 1

The materials in part 1 support ongoing assessment in typical learning activities. Teachers build evidence of achievement over time and over a range of language.

Teacher's notes

In *Assessing writing part 1* there are four pages of activities.

Each page relates to a separate grade of the Languages Ladder from 1 to 4.

The can do statement for the grade is at the top of the page.

This is followed by three different example activities.

In the box labelled *Achieving the grade* there are assessment notes to help teachers decide when a child has done so.

Finally, there is information linking the activities to the Key Stage 2 Framework objectives.

Planning assessment

Teachers assess children as they work individually, in small groups or in pairs in the classroom.

Activity 1 assesses written language used every day in the classroom.

Activity 2 assesses written language used to describe pictures or adapt poems and parts of stories.

Activity 3 assesses written language in materials for display or for exchange with another school.

To be secure at each grade, children's achievement is assessed in **two** different activities.

Teachers **EITHER** choose two of the three activities described **OR** choose one of the activities and replace the second activity with their own alternative.

The alternative activity must be of equivalent demand and reflect the can do statement.

Alternative activities can be sourced from the teacher's usual scheme of work, part 2 of this pack, from *Making and marking progress* or from any other Asset Languages teacher assessment material.

Linking the Languages Ladder to the Key Stage 2 Framework for Languages

In these activities, Grade 1 is linked to Year 3 of the Framework, Grade 2 to Year 4, Grade 3 to Year 5 and Grade 4 to Year 6.

It is not expected that all children will progress at the same pace.

Most children will be working at or around Grade 3 of the Languages Ladder after 4 years of study in Key Stage 2.

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Spanish Writing
Part 1
Grade 1

Languages Ladder can do statement	**Writing Grade 1**
I can write or copy simple words or symbols correctly.	

Example activities (choose two activities for assessment)

1 Children participate in a range of classroom activities involving writing and spelling, e.g. tracing letters in the air, guessing a word from the first letter(s) the teacher starts to write. They show an awareness of letter strings, recognising which are the same as English and which are different.

2 Children match text cards showing familiar words to picture cards. They correctly copy the word on to the appropriate card to start to build their own word bank.

3 Children put five text cards showing familiar words into their order of preference, e.g. favourite foods, colours or animals. They copy the list of words to contribute to a class display, e.g. our favourite colours.

Achieving the grade

Children are consistently successful in two different activities.

- At Grade 1 most written work is copying.
- When secure in the grade, children always copy accurately.
- The words copied are familiar and children know what they mean.
- They include the typical letter combinations in Spanish including accents.
- When attempting to write words from memory children may make spelling mistakes.

Links to the Key Stage 2 Framework

Literacy	**3.3**	**Experiment with the writing of simple words**
KAL		Recognise how sounds are represented in written form.
LLS		Write new words.

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Spanish Writing
Part 1
Grade 2

Languages Ladder can do statement	**Writing Grade 2**
I can write one or two short sentences to a model and fill in the words on a simple form.	

Example activities (choose two activities for assessment)

1 Children participate successfully and consistently in a range of classroom activities involving writing and spelling, e.g. writing today's date or a short weather description from a word bank. They attempt to use a basic range of simple structures.

2 Children recreate part of a familiar story. They write one or two phrases or short sentences to match a picture from the story, using word and phrase text cards for support. Children should be encouraged to try to add their own words even though this part of their work may contain mistakes.

3 Children read and discuss emails or messages. They write their own version following the model and adding one or two words of new information of their own, e.g. about a friend or pet.

Achieving the grade

Children are consistently successful in two different activities.

- At Grade 2 children write individual words from memory alongside familiar copied phrases.
- When secure in the grade, words written from memory are usually accurate.
- Writing activities involve familiar language which children understand.
- Children's work shows evidence of some simple sentence structure and key vocabulary.
- When writing phrases from memory errors and omissions may reduce the accuracy.

Links to the Key Stage 2 Framework

Literacy	**4.4**	**Write simple words and phrases using a model and some words from memory**
LLS		Apply simple grammatical knowledge to experiment with writing.
		Use a dictionary to look up spellings.

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Spanish Writing
Part 1
Grade 3

Languages Ladder can do statement	**Writing Grade 3**
I can write a few short sentences with support, using expressions which I have already learnt.	

Example activities (choose two activities for assessment)

1 Children participate in a range of classroom activities involving writing and spelling, e.g. suggesting phrases to extend a text, recognising the correct spelling of a basic range of familiar words. When talking about Spanish, they show an awareness of simple grammatical structures and word order.

2 Children write two or three sentences to accompany a picture from a familiar story. When they use a word bank or dictionary to check their work their writing is largely accurate. They are able to draw on a basic repertoire of words and simple phrases to introduce more variety.

3 Children complete a unit of work by making PowerPoint slides or a poster containing factual information, e.g. about the planets, healthy eating, their route to school, the weather. They produce simple isolated sentences with the occasional use of familiar adjectives and prepositions.

Achieving the grade

Children are consistently successful in two different activities.

- At Grade 3 written work contains memorised language supported by appropriate resources.
- When secure in the grade, children can make themselves understood in written Spanish.
- They show awareness of a few simple grammatical structures and sentence patterns.
- When attempting to write from memory they know where to access support.
- Spelling may not always be completely accurate but the meaning is clear.

Links to the Key Stage 2 Framework

Literacy	**5.2**	**Make simple sentences and short texts**
	5.3	**Write words, phrases and short sentences, using a reference**
KAL		Manipulate language by changing an element in a sentence.
LLS		Apply grammatical knowledge to make sentences.

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Spanish Writing
Part 1
Grade 4

Languages Ladder can do statement	**Writing Grade 4**
I can write a short text on a familiar topic, adapting language which I have already learnt.	

Example activities (choose two activities for assessment)

1 Children participate in a range of classroom activities involving writing and spelling, e.g. suggesting changes to a text by replacing some words or adding an extra sentence. They make appropriate use of word banks and dictionaries and draw on memorised language from different topic areas.

2 Children use a simple poem or story as a model for their own piece of creative writing. They reuse illustrations from the original text or create their own. They show their awareness of text construction by knowing what to adapt and what to leave unchanged. They may use speech bubbles to introduce variety into their writing.

3 Children contribute to a wall display or exchange of information with a partner school. They write about a relevant factual topic, e.g. their school, local area, tourist attraction. They use authentic materials discussed in class as a starting point and, when simplified, as a model for their own writing.

Achieving the grade

Children are consistently successful in two different activities.

- At Grade 4 written work is adapted from memorised language or models.
- When secure in the grade, children make themselves understood in a range of areas.
- They make use of familiar sentence patterns and some simple grammatical rules.
- They start to attempt to use the language for their own purposes.
- They employ simple strategies for remembering spellings.

Links to the Key Stage 2 Framework

Literacy	**6.4**	**Write sentences on a range of topics using a model**
KAL		Use knowledge of word and text conventions to build sentences and short texts.
LLS		Use language known in one context or topic in another context or topic.

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Assessing writing

Part 2

The materials in part 2 allow teachers to summarise a child's attainment at a particular moment.

They can be used at the end of a unit or course of study.

They can be used with the activities in part 1, as alternative activities or as additional checks.

As they are more open-ended than the part 1 tasks they provide practice for Asset Languages external assessment in writing.

Teacher's notes

In *Assessing writing part 2* there are three pages.

On the following two pages there is an example activity with outcomes showing progression from Grade 1 to Grade 4 of the Languages Ladder.

The example outcomes explain the sort of response which would provide evidence for each grade.

Where appropriate, there is potential for extended writing and for a variety of work to be produced. On the third page three additional example activities are described.

Planning assessment

Teachers assess children individually.

The activities can be used in two ways:

- Work can be completed within a set timeframe during one or two lessons.

In this way, teachers can take a snapshot of a child's attainment in writing at a particular moment.

- Work can be completed over a longer period of time, with children encouraged to revisit and redraft as their skills progress.

By assessing ongoing work, teachers gain a fuller understanding of children's progress and identify areas for development. Completing work over time gives opportunities for self- and peer-assessment.

It is not expected that all children will progress at the same pace.

Note on Asset Languages external assessment in writing

At Breakthrough stage, learners write three short sentences to a model and produce a short text with support.

At Preliminary stage, learners produce two longer texts with support.

All external assessment writing tests are sent to Asset Languages to be marked.

For more information and sample papers go to www.ocr.org.uk/asset

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Spanish Writing
Part 2
Example activity 1

Example activity 1: All about me

Children write about themselves as part of an exchange of information with a partner class.

Resources required

A range of short texts in Spanish:

- forms completed with brief responses, e.g. birthday, favourite colour/food/animal;
- simple labels on pictures and photographs, e.g. my pet, my best friend, things I like;
- emails containing personal information, e.g. about myself, my family, my hobbies.

Note on resources

Teachers can write their own short texts to use as models.
Resources can be planned in English and exchanged with colleagues in a partner school for equivalent Spanish resources.
Authentic texts can also be found on the internet and adapted for classroom use.

Example activity

Children read the texts together and discuss with the teacher alternative or extended responses. They choose one text to adapt or use as a model for their own writing:

a. **Completing a simple form with their own information:** this activity is best suited to children who are working at Grades 1 and 2. It does not provide opportunities to show evidence of higher grades because it requires only single words or short phrases.

b. **Writing a text to accompany one or more pictures or photographs of their choice:** this activity is suitable for children working at a range of grades. Some children will write or copy simple words and phrases while others will attempt to write sentences or short paragraphs, largely from memory or by adapting familiar language.

c. **Writing or responding to an email on a topic of personal interest:** this activity is best suited to children who are working at Grades 3 and 4 because it requires them to write sentences or short paragraphs. Children who are working at lower grades will need support, perhaps in the form of a gapped text.

Teacher's note

The example outcomes on the opposite page apply to all the above activities and the additional example activities at the end of the writing section.

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Spanish Writing
Part 2
Example activity 1

Languages Ladder can do statement **Writing Grade 1**

I can write or copy simple words or symbols correctly.

Example outcomes

To show evidence of Grade 1, children copy Spanish words accurately.
When attempting to write words from memory they may make mistakes.
Spelling is accurate enough for the meaning to be clear although this may require considerable effort from the reader.

Languages Ladder can do statement **Writing Grade 2**

I can write one or two short sentences to a model and fill in the words on a simple form.

Example outcomes

To show evidence of Grade 2, children write individual Spanish words from memory alongside familiar copied phrases. Words written from memory are usually accurate but when they attempt to write phrases from memory errors and omissions may reduce the accuracy. Their work shows evidence of some simple structures and key vocabulary.

Languages Ladder can do statement **Writing Grade 3**

I can write a few short sentences with support, using expressions which I have already learnt.

Example outcomes

To show evidence of Grade 3, children make themselves understood in written Spanish sentences. Their work contains memorised language supported by appropriate resources. They show awareness of a few simple grammatical structures and sentence patterns. Spelling may not always be completely accurate but meaning is clear.

Languages Ladder can do statement **Writing Grade 4**

I can write a short text on a familiar topic, adapting language which I have already learnt.

Example outcomes

To show evidence of Grade 4, children write short texts in Spanish and make themselves understood in a range of topic areas. Their work is adapted from memorised language, making use of familiar sentence patterns and some simple grammatical rules. Their willingness to take risks with language may mean that their work contains some inaccuracies.

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Spanish Writing
Part 2
Additional example activities

Additional example activities

Teacher's notes

The additional example activities below are suitable for children working at a range of grades. Some children will write or copy simple words while others will attempt to write short paragraphs, largely from memory or by adapting familiar language.

The example outcomes for example activity 1 also apply to these activities.

Example activity 2 : Meet my monster

Children read and discuss descriptions of monsters in Spanish. Then they draw their own monster and write about it.

Resources required

A range of short, model texts in Spanish. See earlier note on resources.

Children read the texts together and discuss with the teacher alternative or extended responses. They choose one text to adapt or use as a model for their own writing.

Example activity 3: Producing an information leaflet

This activity is explained in detail in *Making and marking progress*, pages 101-105.

After classroom discussion children produce their own information leaflet from a given model. This activity provides opportunities for group, pair or individual work and peer assessment of first drafts.

Example activity 4: Story writing

This activity is explained in detail in *Making and marking progress*, pages 107-115.

Children build on listening, speaking and reading work in class to write all or part of a story based on one or more picture cards.

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