

Unlocking Formative Assessment

Photocopiable Resources

Child-speak writing targets: Levels 1c–4

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Writing targets: Levels 1–6 (with target prompts)

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Inset handouts

Child-speak writing targets: Levels 1c–4

Level 1c: I am learning to:

- write my letters carefully, so other people can recognise them
- get my letters the right way round
- make my letters the right size
- write letters and words that will tell someone else what I mean
- read my writing to other people using the words and letters I have written
- write stories, lists and letters

Level 1b: I am learning to:

- write in short sentences or groups of words
- write so other people can read my writing without my help
- use a full stop at the end of some sentences
- write stories, lists and letters
- get my letters the right way round most of the time
- write my letters starting in the right place every time

Level 1a: I am learning to:

- write in short sentences
- use interesting words in my writing
- spell some words right
- write my letters properly all the time
- use a capital letter at the start of a sentence
- use a full stop at the end of a sentence
- write stories, lists and letters

Child-speak writing targets: Levels 1c–4 cont.

Level 2c: I am learning to:

- write more and use two or three different ideas
- link ideas by using words like ‘and’ and ‘then’
- write a story with a beginning, a middle and an end
- put a capital letter and a full stop in some of my sentences
- spell some easy words (such as: back, came, down, from, have, one, school, sister, two, were)
- use letter sounds to help me write more difficult words
- think about other words I can spell that sound like the word I want to spell
- write neatly sitting my letters on the line

Level 2b: I am learning to:

- write stories that make sense all the way through
- write a story in which there is more than one person or animal
- write a story in which several things happen
- use interesting and different words in my writing
- use ‘but’, ‘then’ and other words to join sentences
- use capital letters and full stops for most of my sentences
- spell correctly on my own easy words that I use a lot
- use letter patterns to help me spell words (patterns like oo, ck and nt)
- use rhymes to help me spell words (call, fall, ball, tall)
- make sure g p j q y all sit on the line
- make sure t l k f d b are all taller than the other letters
- make sure I don’t put capital letters in the middle of words

Level 2a: I am learning to:

- use capital letters and full stops most of the time
- join sentences in different ways (e.g. He kicked the ball against the wall whilst he was waiting for Susie)
- start sentences in different ways (e.g. Although he was tired, he carried on running./Before he could move, the dog ran off.)
- use interesting describing words (adjectives), such as ‘an enormous, red lorry’ or ‘a black stormy night’
- spell many words correctly
- use some ‘story language’, such as ‘One hot summer day...’ or ‘Many years ago there lived...’
- write a story for other people (e.g. for Year 1 children)
- write information using a title and sub-headings
- write a letter setting it out like a letter should be
- write clearly and neatly all the time

Child-speak writing targets: Levels 1c–4 cont.

Level 3c: I am learning to:

- write stories, reports and instructions
- write stories, reports and instructions with clear beginnings, middles and endings
- make sure that the bits of my story or report follow one another in a sensible order
- use words which are suitable for the 'setting' of my story (e.g. a dark, gloomy cave, a golden beach of sand, 'Yo ho ho', said the pirate chief)
- use words to connect my ideas, such as 'when', 'so', 'because', 'although'
- spell many words correctly which have more than one syllable
- write stories with some interesting events happening in the middle
- write interesting endings for my stories

Level 3b: I am learning to:

- begin to describe people and things with some details (e.g. She was a tall, thin lady with a blue hat)
- start to describe people's feelings and thoughts
- include some conversation in my stories and begin to use speech marks
- use question marks and exclamation marks
- begin to use alliteration (e.g. William wears white wellies)
- join my letters
- make a short list of the important things in a story which I have read
- describe where my story happens so the reader can imagine what it is like

Level 3a: I am learning to:

- read through my work to check for mistakes (proof read)
- change parts of my work to improve it (re-draft)
- describe why someone does something and say how they feel using appropriate words
- use humour or suspense in my story
- write in a number of ways —stories, lists, poems, reports, letters
- use the correct way of setting out my writing (e.g. set out a letter correctly)
- begin to use more interesting ways of joining sentences (e.g. She began to put the balls in the box, starting with the big ones.)

Child-speak writing targets: Levels 1c–4 cont.

Level 4: I am learning to:

- make sure everything is in the right order in my stories and there are no gaps
- pace my stories well
- show significant interaction between characters, saying how they feel and react
- show what kind of people my characters are by what they say and do
- be aware of the reader of my story, by making comments to them
- use paragraphs to separate new subjects or events
- use commas where there is more than one phrase or in a list
- always use speech marks, question marks and exclamation marks appropriately
- use well-chosen vocabulary, including connectives for order and emphasis
- begin to use adverbs (e.g. He whistles a tune happily)

Writing targets: Levels 1–6 (with target prompts)

Working towards Level 1

Letters or groups of letters are used to represent meaningful words or phrases

- Try to think about the person you are writing for
- Write down things that are important to you (mummy, pet and so on)

Pupils can say what the writing means

- Think about what you are writing so you can tell someone afterwards
- Point to the words as you read your writing

Writing shows some control over shape, size and orientation

- Check that your writing looks neat and the letters are the right way round

Writing targets: Levels 1–6 (with target prompts)

Working towards Level 2c

The writing communicates beyond a simple statement. Ideas are developed in short sections

- Try to make more than one thing happen in your writing.
- Read your writing to see if it makes sense.
- Try to write 2/3/4 sentences which have a capital letter at the beginning and a full stop at the end.
- Use the word 'and' or 'then' in between some sentences .

Some characteristics of chosen form are used

- Write a story with a beginning.
- Write a story with an end.
- Try to use the things you know in your writing (for example, letters have addresses, opening, closing).

Vocabulary is appropriate, with some words used effectively

- Try to tell the reader as much as you can about the person or thing you are writing about.
- Remember to describe things you write about (e.g. a tall man, a fluffy rabbit).

Some common words are spelt correctly. Phonic strategies and visual patterns are used in spelling attempts

- Check your spelling after you have finished your writing.
- Think about letter sounds and groups of letters in a word when you are trying to spell.
- Look for small words inside big words to help your spelling.
- Look closely at the word: does it look correct? (Visual strategy needed.)

Handwriting is legible despite inconsistencies in orientation, size and use of upper and lower case

- Try to keep your small (lower case) letters the same size.
- Make sure your letters are facing the right way.
- Use capital letters for names of people and places and beginnings of sentences.
- Try to write so that your friends can read your writing.

Writing targets: Levels 1–6 (with target prompts)

Working towards Level 2b

Sufficient detail is given to engage the reader

- Remember to think about who you are writing for and make it as interesting for them as you can.

Narrative or non-narrative form is used with some consistency

- Remember the writing we have looked at in shared writing when you do your own writing and remember what made it good.
- Think of things you have read when you do your own writing.

Variation is evident in sentence structure with some extended sentences extended and linked with connectives other than ‘and’

- Make some sentences long and some short to make your writing more interesting.
- Try to use **but**, **then**, **so** or **because** in between two sentences or instead of and, if it will make the sentence more interesting.

Word choices are varied and sometimes ambitious

- Try to use interesting words in your writing, to describe people or things.
- Read your work and choose the words you think are the most effective.
- Try to change two words in your writing for more interesting or better words.

There is evidence of some sentence punctuation

- Try to have 4/5/6 sentences in your writing which have a capital letter at the beginning and a full stop at the end.
- Check your writing to see if you could put in a comma, a question mark or an exclamation mark.

Spelling attempts are phonetically plausible and show evidence of use of visual patterns and letter strings

- When you try new words, think about sounds and patterns like oo or ck.
- When you are trying new words, try to build them up using groups of phonemes.
- Check your spellings after you have finished. If you are not sure of a spelling, can you think of a word that sounds the same, which you do know how to spell? Does that help you spell the new word?

Handwriting is clear. Ascenders and descenders are distinguished. Upper and lower case letters are not generally mixed within words

- Make sure that someone can read your writing.
- Make sure tails on your letters are straight and long.
- Check that you only use a capital S (or whichever letter needs help) for names or beginnings of sentences and a small s for all other words.

Writing targets: Levels 1–6 (with target prompts)

Working towards Level 2a

Meaning is communicated in a way which is lively and generally holds the reader's interest

- Read through your writing as you go and think about how you make the reader want to keep on reading.
- Could you change any words or phrases for more interesting ones?
- Try to use describing words to help the reader build pictures of the people, places and things you are writing about (e.g. an enormous red lorry, a black stormy night).

'Before he could move, the dog ran off.'

Some characteristics of the chosen form are used effectively

- Use what you have learnt about the type of writing you are doing before you start (e.g. letters, leaflets, stories).
- In story writing, try to remember story language, e.g. one hot summer day, a long long time ago there was.

Links between ideas and events are mainly clear

- Read through your work. Would the reader be able to understand why things happen in your story or do you need to make it clearer?
- Join sentences using interesting words such as whilst, although, but, because, then, even though.

Full stops and capital letters are used correctly in sentences

- Check your work afterwards to make sure every sentence has a capital letter and a full stop.

Spelling of common monosyllabic words is accurate. Attempts at longer words are phonetically plausible

- Check your work at the end for spellings, sounding out words and remembering letter patterns.

Letter formation is accurate and consistent

- Think about the correct way to form each of your letters.
- Try to start each letter in the right place.
- Remember to join letters correctly.

Writing targets: Levels 1–6 (with target prompts)

Working towards Level 3c

Stories are well paced with beginnings, middles and ends suitably distinguished

- Make sure the beginning of your story explains what is happening clearly..
- Think of your story in three main parts: beginning, middle, end.
- Plan what will happen in the three parts of your story before you begin.

Some detail in the description of setting, characters' feelings or motives

- Try to add some describing words to tell the reader what your characters look like, and the sort of people they are.
- Try to use some adjectives to show where the story is happening.
- Use words which are suitable for the 'setting' of your story (e.g. a dark, gloomy cave, a golden beach of sand, 'Yo ho ho,' said the pirate chief).

Well-chosen vocabulary

- Look through your writing and change any words which will express what you want to say more clearly or more effectively.

Sentences are correctly demarcated

- Check that every sentence makes sense when you read it on its own.
- Read your work aloud. If your sentences feel too long, break them into two.

Variety in some sentence structure

- Use sentence connectives at the beginning of sentences as well as in between them.

Question marks and exclamation marks are used appropriately. Beginning to use commas within a sentence

- Have you used question marks to show when something is being asked?
- Make sure that you use commas to break up a list of things.

Handwriting

- As you write, make sure that you join your letters where you have been taught to.

Writing targets: Levels 1–6 (with target prompts)

Working towards Level 3b

Stories are well paced with beginnings, middles and ends suitably distinguished

- Check to see that the beginning of your writing describes the characters and the places so that the reader can picture them.

Some detail in the description of setting, characters' feelings or motives

- To make your writing more interesting, try to say why the people felt the way they did about events or actions.
- Begin to describe people and things with more detail (e.g. she was a tall, thin lady with a noticeable limp).

Details intended to add interest, humour or suspense

- Try to describe each event or action clearly so that the reader can imagine a picture of what is happening.
- Use alliteration at times to make something funnier (e.g. William was wearing white wellies).
- Build up suspense by saying what people were thinking before something happened.

Use of direct speech to move the story along

- Try to include at least one conversation or argument between your characters, but don't make it too long.

Commas may separate elements of sentences or items in a list

- Check that you have used commas in a sentence where you have written more than one idea, or if you have written a list.

Inverted commas clarify where speech begins and ends

- Check to see if you have used speech marks around the words that people say.

Comments on characters or events show awareness of the reader

- Read through your writing to make sure that the reader will know what is happening. Try to describe things you want the reader to know.
- Be willing to add your comments as the writer to let the reader know what you think of the events or characters.

Rounds the story off

- Plan an interesting ending for your story. Don't use endings like 'and then they had their tea' or 'they woke up and it was all a dream'.
- Think of the ways stories you have enjoyed have ended and copy their style.

Writing targets: Levels 1–6 (with target prompts)

Working towards Level 3a

Some detail in the description of setting, characters' feelings or motives

- Read through your writing. If somebody has done something, you may want to add a sentence to explain why they did it.

Increasingly complex sentences

- Try to use words to describe how things happen (e.g. slowly or silently).
- See if you can replace any 'and' words with other such as but, when, also, because, if when, although, rather than.

Events are logically related

- Read through your writing to make sure that everything is in the right order and that there are no gaps where you should explain what is happening.

Stories are well paced with beginnings, middles and ends suitably distinguished

- Check that you have explained in detail the main events and how they affect the characters.
- Does your writing have an ending that the reader can believe and is it one which refers to the main events and characters? Try to tell the reader what happened to the characters after the final event.

Question marks and exclamation marks used appropriately

- Use exclamation marks at the end of sentences to show when someone is cross, shouting, joking or surprised.
- Use exclamation marks!!!

Speech marks used correctly, including comma to introduce/conclude direct speech

- Check that you have used speech marks at the beginning and the end of speech.
- Remember to put a comma before you put in the first speech marks each time.

Use of simile and metaphor

- Use similes and metaphors to make the things you are describing more interesting (e.g. the lady's hat looked just like a doughnut, I was feeling so hungry I could have eaten a horse).

Writing targets: Levels 1–6 (with target prompts)

Working towards Level 4

Events are logically related

- Read through your writing to make sure that everything is in the right order, and that there are no gaps where you should explain what is happening.

Stories are well paced with beginnings, middles and ends suitably distinguished

- Check to see that the beginning of your writing describes the characters and places so that the reader can picture them.
- Check that you have explained in detail the main events and how they affect the characters.
- Does your writing have an ending that the reader can believe and is it one which refers to the main events and characters?
- Think of your story in three main parts: beginning, middle and end.

Some significant interaction between characters

- Have you any characters in your writing – do they talk to each other and reply, and do we know how they feel about what happens?
- If one person does something in your story, describe how other characters feel and react.

Characterisation developed within the action

- Make sure your characters show what they are like by what they say and do.

Comments on characters and events show awareness of reader

- Read through your writing to make sure that the reader will know what is happening; try to describe things you want the reader to know.
- Be willing to add your comments as the writer to let the reader know what you think of events and characters.

Paragraph division may separate beginning and/or end

- Check that you have used paragraphs to separate new subjects or events – if you have left them out, make a mark where your paragraph should start.

Comma may separate elements of sentence or items in a list

- Check that you have used commas in sentences where you have written more than one phrase, or if you have written a list.

Inverted commas clarify where speech begins and ends

- Check to see if you have used speech marks to show when someone is talking.

Question marks and exclamation marks used appropriately

- Have you used question marks to show when something is being asked?
- Use exclamation marks at the ends of sentences to show when someone is cross, shouting, joking or surprised.

Well-chosen vocabulary

- Are there any words in your writing which you could change for ones which describe what you want to say more clearly?

Connectives give order and emphasis

- Try not to use 'and' too often when joining ideas together. Try if, when, although, rather than.

Some expansion, before or after the noun

- Put in describing words (adjectives) before some of your nouns.

Writing targets: Levels 1–6 (with target prompts)

Working towards Level 5

Secure grasp of narrative style

- When you have decided on the style of your story, (adventure, myth, legend), keep reading it over to make sure you are staying in your chosen style.

Flexible use of narrative connection

- Think about the ways authors have kept you interested in their story (openings, exciting dialogue) and use their examples in your own writing.
- Try to vary your beginnings – start in the middle of some action or as a character is speaking.

Ending relates convincingly to a central plot

- Reread your story and make sure your ending fits – does it tell the reader everything they need to know about things that have happened?

Interweaves elements of dialogue, action and description

- Make sure there is speech, description and action in your story to make it interesting to the reader.

Development of point of view and narrative voice

- Try to develop characters by the things they think to themselves as well as say to each other.
- Try giving your opinion by writing directly to the reader about the story.

Developing more than one plot or line of narration

- When developing the plot, try to have different characters involved in different events which come together at the end of the story.

Comma marks clauses or items in a list

- Make sure the phrases in your work are separated by commas, and that you use commas when you are writing a list.
- Use a comma when you are adding more about something, to describe it.

Speech marks used correctly, including comma to introduce/conclude direct speech

- Check that you have used speech marks at the beginning and end when you are writing speech.
- Make sure you have a comma before they start speaking, and when the speech is finished.

Appropriate use of question marks and/or exclamation marks

- Have you asked a question? Check you have used a question mark. Use exclamation marks!

Writing targets: Levels 1–6 (with target prompts)

Working towards Level 6

Developing and sustaining a theme throughout the writing

- When you've decided on the main story line, decide on the main theme of the story (e.g. good v bad, honesty is best, looking after the earth) and use it when referring to characters and events.

Developing characterisation by interaction between characters

- Show your readers what your characters are like by describing scenes in which they have conversations or arguments.

Describing events running in parallel

- When developing the plot, try to have different characters involved in different events which come together at the end of the story.

Sequencing story to best effect

- Be willing to go back in time, or into the future, and describe these events to add interest and detail, before returning to your main story line.

Using narrative devices such as management of surprise

- Use descriptions that suggest particular outcomes to the reader, which subsequently prove to be untrue – a twist in the tail!

Refining the use of paragraphs for subject matter and speech

- Use a new paragraph when you are introducing a new idea or subject.
- Use a new paragraph whenever the sentence contains somebody new starting to speak.

Use commas precisely to improve the clarity and meaning of a sentence

- Read through your work very carefully to make sure that phrases in a sentence are separated by commas.

Use brackets or dashes to introduce explanations or examples

- Remember to use brackets or dashes when you are giving a list of examples.

Using a variety of verbs and adverbs to convey precise meaning

- Look at the verbs and adverbs you have used. Could you replace any of them with words which describe your meaning more accurately?

Using deliberate patterning for emphasis and rhythm

- Try to create special effects in your writing by using words and phrases which make patterns when you put them together.

Use of simile and metaphor

- Use similes and metaphors to compare what you are describing to something else with characteristics you want to emphasise.

Unlocking Formative Assessment: *INSET* handout

The characteristics of assessment that promote learning:

- it is embedded in a view of teaching and learning of which it is an essential part;
- it involves sharing learning goals with pupils;
- it aims to help pupils to know and to recognise the standards they are aiming for;
- it involves pupils in self-assessment;
- it provides feedback which leads to pupils recognising their next steps and how to take them;
- it is underpinned by confidence that every student can improve;
- it involves both teachers and pupils reviewing and reflecting on assessment data.
(*Assessment for Learning: Beyond the Black Box*, Assessment Reform Group, 1999)

Inhibiting factors:

- a tendency for teachers to assess quantity of work and presentation rather than quality of learning;
- greater attention given to marking and grading, much of it tending to lower the self-esteem of pupils, rather than to providing advice for improvement;
- a strong emphasis on comparing pupils with each other which demoralises the less successful learners;
- teachers' feedback to pupils often serves social and managerial purposes rather than helping them to learn more effectively;
- teachers not knowing enough about their pupils' learning needs.
(*Assessment for Learning: Beyond the Black Box*, Assessment Reform Group, 1999)

Unlocking Formative Assessment: *INSET* handout

Key features of effective planning

At the long-term stage

- Learning intentions are unambiguous and clear, establishing whether knowledge, skill or concept and providing, e.g. statements to clarify and ensure consistency of interpretation
- Learning intentions are seen as a menu rather than a list to be tackled in order
- Learning intentions cannot have equal weighting
- Bring together the best of pre-NC planning with the best of today's: rigorous learning intentions underpinned by meaningful learning contexts rather than a delivery model
- Aim for as few activities as possible linked with grouped learning intentions, rather than a one-to-one correspondence
- In using long-term plans, consider how well children are performing against the learning intentions first, then, in the light of that, reconsider the planned activities for relevance (OFSTED: 'Use assessment information to inform planning')

At the short-term stage

- Learning intentions need to be next to or clearly linked to each activity rather than in a bank, in order to be the first point of reference in planning and beginning the lesson
- Short-term plans should be messy by the end of the week, with changes made wherever the teacher changes her mind about how planned lessons might need to be altered. Assessment notes made on the plan should inform future planning only (see statutory requirements) rather than attempt to track individual progress. Evaluations of lessons are unnecessary on a day-to-day basis

Unlocking Formative Assessment: *INSET* handout

Key features of sharing learning intentions

- Make it an expectation
- Separate the learning intention from the activity instructions
- State the learning intention ('We are learning to . . .'), then activity, then together create success criteria
- Ask 'How will we know we've achieved this?' in order to involve them in creating success criteria, if they can
- Ask children to repeat it, or read it back to you
- The power of the visual image – get learning intention and success criteria displayed – perhaps 'We are learning to' and 'We'll know we've achieved it because . . . ' or 'So we need to . . . ' or similar.
- *Fluent* writers write the learning intention as the title

Learning intention in teacher's plan: To explore narrative order and identify and map out the main stages of a story.

Shared with children:

Learning intention: *We are learning to order our own and other stories.*

Success criteria: *We will have ordered the story we looked at into our own story plan.*

ASIDE (oral only): *Ordering is an important skill in reading, writing and maths.*

Learning intention in teacher's plan: To be able to use and apply doubling and halving.

Shared with children:

Learning intention: *We are learning to use doubling and halving in everyday life.*

Success criteria: *We can show more than one way to double and halve numbers.*

ASIDE (oral only): *This will help you in everyday life, when shopping for two of the same thing, etc. . . .*

Learning intention in teacher's plan: To recognise numbers to 10.

Shared with children:

Learning intention: *We are learning to say or recognise the numbers we write down.*

Success criteria: *We can tell someone the names of all these numbers.*

ASIDE (oral only): *You'll need to know numbers on buses and doors, etc. . . .*

Unlocking Formative Assessment: *INSET* handout

Key features of self-evaluation

- The emphasis is on thinking and articulating, not writing
- Questions are easier to answer:
 - after a short period of time
 - if related to the learning intention
 - if visually displayed
 - if modelled first by the teacher
- Articulation can be by brainstorm, in small groups or pairs
- It cannot be systematic in accounting for each child's responses: it establishes a constant feature of lessons
- A range of questions displayed as a poster, as a menu for the ends of lessons, broadens the scope for analysis and raising self-esteem:

Self evaluation:

thinking about what happens when we are learning

(Choose one and add the words of the learning intention)

- **What really made you think while you were learning to ... ?**
- **What helped you (e.g. a friend, the teacher, new equipment, a book, your own thinking) when something got tricky about learning to ... ?**
- **What do you need more help with about learning to ... ?**
- **What are you most pleased with about learning to ... ?**
- **What have you learnt that is new about ... (quote learning intention)?**
- **How would you change this activity for another group/class who were learning to ... ?**

Unlocking Formative Assessment: *INSET* handout

Key features of effective feedback

- Effective feedback consists of information about the learning intention of the task, pointing out success and improvement needs against the learning intention
- Limit the task demands and subsequent feedback: give feedback only about what children were asked to pay attention to – do not give feedback on what they were not
- Ask children to focus on one factor at a time rather than all at once
- Focus on spelling in other contexts releasing children from spelling as a constant criterion – children spell correctly when they know how to spell the word, not when they don't
- For distance marking:
 - make sure they can read it
 - make sure they can understand it
 - give set lesson time for children to read it (3 minutes)
 - give set lesson time for one focused improvement to be made (5 minutes)
- Use coded marking against the learning intention for accessibility and manageability
- Use a 'closing the gap' prompt to structure improvement points:
 - either – a reminder prompt
 - a scaffolded prompt
 - an example prompt
- Avoid external rewards, which act as a grade, demotivating the less able
- Inform parents of the school's feedback policy

Unlocking Formative Assessment: *INSET* handout

Key features of effective individual target setting

- At Reception, children have informal targets, usually based on social skills or early writing stages
- Children from Year 1 have copies of all the targets for the level or sub-level above the level they have achieved, written in child speak if inaccessible – they can then look ahead and determine next focus
- Target lists should NOT have number of level (e.g. 2a) visible, to ensure children are fully motivated and task related, avoiding comparison of levels and possible demoralisation or demotivation
- Child and teacher decide on one target at a time
- The current target needs to be visible while the children are working (flap or card) to keep it in child's and teacher's mind
- Children and teacher need to have a symbol (e.g. T) which is written on current work to indicate when they think a target has been met – this creates a buffer for teacher to decide when to speak to the child about the target
- Targets should be achievable and quantified clearly – lasting approximately 4–6 weeks