

Child Friendly Writing Bookmarks – PrimaryTools.co.uk

Overview:

The Primary Tools Decimal Assessment System has been designed first and foremost with children’s needs at heart, integrating the voice of pupils, their peers, parents and teachers. Some of the next steps (assessment criteria) are taken from the appendices for the National Curriculum introduced in 2014 and the Assessment Frameworks. The Standard Bookmarks use the language directly from these documents although some amendments have been made to the text to aid clarity, and some next steps removed that are not explicitly easy to show evidence for. The Child Friendly Bookmarks have been rewritten to be more understandable by children.

The bookmarks are intended to be used along side the Assessment Sheets, although they can be used independently. The guidance below relates to the Assessment Sheets and the ‘The Decimal System Process’:

- 1) Use the correct assessment sheet for the year group (a):

- Yellow is Year 1, Orange is Year 2 and so on with Blue being Year 6.

- 2) Check that the **Initial Requirements/Key Next Steps** have been met (b):

- For example, if a pupil is in Year 3 (Pink Sheet), and they have met the **Initial Requirements** for Year 1 and 2 (Yellow and Orange), then they are ready for the Year 3 Pink Sheet.
- If the **Initial Requirements** have not been met, then you will need to use the relevant sheet from a lower year group. Once they have met the **Initial Requirements**, they can move back to the Pink Year 3 sheet (they do not need to meet all the other **Next Steps** of earlier year groups, just the **Key Next Steps**).
- **Key Next Steps/Initial Requirements** are in red font (c).

- 3) Tick or date the **Expected Next Steps** that have been met (d):

- As a general rule, the pupil must show at least 80% confidence (“few errors”) for it to be ticked/dated although this depends on the **Next Step** itself. For guidance, ‘Most’ indicates generally correct with occasional errors, ‘Some’ indicates occasionally correct.
- **Key Next Steps** (in red font) should be almost 100% consistently met to be ticked/dated.
- **Key Next Steps** (in red font) should also be the first **Next Steps** set for a pupil as they form the **Initial Requirements** for higher year groups.
- **Next Steps** underlined and in bold are found in the **Interim Assessment Framework**

- 4) **Exceeding Next Steps** (e):

- If all **Expected Next Steps** have been consistently met with no errors, then use the **Exceeding Next Steps**. The **Exceeding Next Steps** are the same as the **Key Next Steps** for the next year group.

- 5) Turn the number of steps met into a decimal score (f):

- The first number represents the year group, with the second number showing the finer stage within that year group.
- For example: A score of 3.0 to 3.3 shows the pupil is Emerging against the Year 3 Expectations. 3.4 to 3.6 shows the pupil is Expected against the Year 3 Expectations. 3.7 and higher means they are Exceeding.
- Generally speaking, a pupil should not be moved to a higher year group’s sheet, but should deepen, broaden and apply their knowledge in varying ways.
- This can then be input into the tracking system freely available from the PrimaryTools.co.uk website.

Name: _____ T1 : _____ T2 : _____ T3 : _____ T4 : _____ T5 : _____ T6 : _____

a) Year Group
(Pink = Year 3)

The Primary Tools Decimal System: Writing Assessment Sheet

b) Initial Requirements

Next Step Code
(Can be cross-referenced with Next Steps Bookmarks)

c) Key Next Steps
(Forms Initial Requirements for higher year groups and Exceeding Next Steps for lower year groups)

d) Tick/Date Boxes

d) Expected Next Steps

e) Exceeding Next Steps

f) Decimal Score Conversion Table

Emerging (E)	Expected (E)	Exceeding (E)
3.0	3.1	3.2
100% of expected criteria understood and applied with few errors	75-100% of expected criteria understood and applied with few errors	All expected criteria understood and applied with no errors plus 10% of exceeding criteria
3.3	3.4	3.5
75-100% of expected criteria understood and applied with few errors	100% of expected criteria understood and applied with no errors and red criteria consistently correct	All expected criteria understood and applied with no errors plus 10% of exceeding criteria
3.6	3.7	3.8
100% of expected criteria understood and applied with few errors	100% of expected criteria understood and applied with no errors	All expected criteria consistently correct plus 10% of exceeding criteria (use next sheet)

Other Notes and Recommendations:

Awards: Bronze: 33% of next steps, Silver: 67% of next steps, Gold: 100% of next steps

S = Self-Assessment P = Peer or Parent-Assessment T = Teacher-Assessment

Next Steps in bold relate to the Assessment Frameworks for Writing

Yellow - Year 1	Orange - Year 2	Pink - Year 3	Red - Year 4	Green - Year 5	Blue - Year 6
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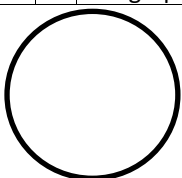
Editing Notes: When opening this document in MS Word 2010 or later, parts of this document are protected for copyright reasons. This is mainly the first page and headers/footers. The rest of the document is editable. Editable sections may be highlighted in a cream colour. To turn off this highlighting so you have a cleaner look of the pages for when they will be printed, go to ‘Review’ (on the ribbon), ‘Restrict Editing’ and then uncheck the box that says ‘Highlight the regions I can edit’ (this is usually on the right-hand side of the screen).

Name:



Writing Next Steps Bookmark - Pink

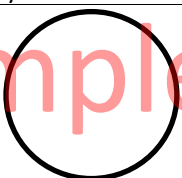
S P T			Spelling
P1			Spell words with prefixes (e.g. super-, anti-, auto-)
P2			Spell and use 'a' and 'an' (e.g. a rock, an open box)
P3			Use word families to help spell (e.g. solve, solution, solver, dissolve, insoluble)
P4			Spell most homophones correctly (words which sound the same, but may have different spellings and meanings)
Grammar, Punctuation and Vocabulary			
P5			Use conjunctions (e.g. when, before, after, while, so, because)
P6			Use adverbs (e.g. then, next, soon, therefore)
P7			Use prepositions (e.g. before, after, during, in, because of)
P8			Use the present perfect form subject + to have + past participle verb (e.g. He has gone out to play)
P9			Start using inverted commas for speech
Text and Structure			
P10			In stories create settings, characters and plot
P11			In non-fiction use headings and sub-headings
P12			Start to use paragraphs
P13			Plan by discussing and writing down ideas
Presentation, Evaluation and Improvement			
P14			Use diagonal and horizontal joins between some letters
P15			Suggest how a piece of writing can be improved
P16			Suggest how pronouns, words and grammar can be changed to improve writing
P17			Check for spelling and punctuation errors
P18			Read writing aloud clearly, controlling volume and with expression
☆☆☆ Exceeding ☆☆☆			
P19			Expand nouns by adding adjectives and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
P20			Use punctuation connected with speech correctly; e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"
P21			Paragraphs are used correctly



Bronze



Silver



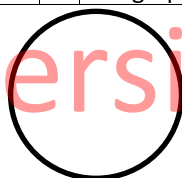
Gold

Name:

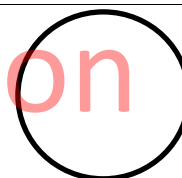


Writing Next Steps Bookmark - Pink

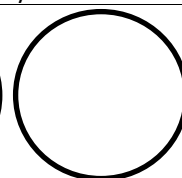
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☆☆☆ Exceeding ☆☆☆			
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P21			Paragraphs are used correctly



Bronze



Silver



Gold

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