

Writing Assessment

The writing component provides a simple measure of **transfer from vocabulary knowledge to written expression**.

It is **not the primary focus of the programme**, but offers an additional indicator of literacy progress.

Task format

Pupils write a **short paragraph** responding to a prompt linked to the narrative world.

Marking rubric

Teachers award a total score out of **9 marks** using a simple three-part rubric.

Teachers should mark the writing **as soon as possible** after completion.

Formal moderation across schools is **not required**.

The aim is **accurate within-school progress tracking**, rather than standardised national scoring.

3-Band Baseline Writing Rubric

Use this to mark each pupil's paragraph.

Total score out of **9**, plus a short global comment..

Criterion 1 – Sentence Control:	What this looks like in pupil writing:
3 – Strong	<ul style="list-style-type: none">• Sentences are nearly always complete and correctly punctuated.• Mixture of short and longer sentences, with clear control (no accidental run-ons).
2 – Secure	<ul style="list-style-type: none">• Most sentences are complete with basic punctuation (. ? !) correct.• A few slips, but meaning is clear.
1 – Developing	<ul style="list-style-type: none">• Many sentence fragments or run-ons.• Punctuation makes it hard to follow in places.

Criterion 2 – Cohesion & Pronouns (Clarity):	What this looks like in pupil writing:
3 – Strong	<ul style="list-style-type: none">• Paragraph hangs together around a clear idea (Pompeii visit)

	<p>at Baseline and description of the Core at Final Assessment).</p> <ul style="list-style-type: none"> • Pronouns (<i>I, it, they, this</i>) clearly refer to the right things; no confusion. • Ideas follow a logical order (e.g. in Baseline: setting → detail → effect or importance).
2 – Secure	<ul style="list-style-type: none"> • Mostly on one topic, with a basic logical flow. • Some linking, though ideas may feel slightly list-like. • Possible pronoun slip or jump, but overall still understandable.
1 – Developing	<ul style="list-style-type: none"> • Ideas jump around with little sense of order. • Pronouns are sometimes unclear (not sure who/what “it/they” refers to).

Criterion 3 – Vocabulary & Detail:	What this looks like in pupil writing:
3 – Strong	<ul style="list-style-type: none"> • Includes specific details (e.g. ash, streets, buildings, people, fire, chaos). • Uses some ambitious or precise words for feelings and

	<p>description.</p> <ul style="list-style-type: none"> • Makes a clear attempt to explain why the scene matters. <i>(Baseline)</i> • Word choice improves description, not just length or complexity. <i>(Final Assessment)</i>
2 – Secure	<ul style="list-style-type: none"> • Some concrete detail, though not very developed. • Vocabulary is mostly simple but appropriate. • At least one sentence explaining why it matters.
1 – Developing	<ul style="list-style-type: none"> • Very general or vague (“it was bad”, “there was stuff”). • Little or no sense of why the scene is important. • Mostly simple, repeated words.

How to use this rubric

- Mark each paragraph **1-3 on each criterion** → total out of 9.
- Store scores in a simple sheet (Pupil | C1 | C2 | C3 | Total).