

A DEVELOPMENTAL WRITING PROFILE	
Context of the observation: ASSESSING INDIVIDUAL WRITER	
PUPIL: AA / A /BA	Estimated NC LEVEL <input type="checkbox"/>
Is pupil writing with support? Is pupil writing independently? Is pupil writing fluently? Is handwriting legible? Is pencil grip appropriate? Are secretarial skills in line with the ability to generate ideas about content and support compositional progress? Or do they lag behind and inhibit expression? Is range of purposes presented for tasks appropriate for age/ stage? Is length of written pieces appropriate for age/stage?	
Does pupil enjoy writing? Or is reluctant to write? Does spontaneous written work at home sometimes? Completes written homework at home?	
APPROACH SKILLS – EMERGENT WRITING	
Towards ELGs / at ELGs / Level W	Understands writing communicates messages Uses idiosyncratic writing in play Learns to write own name and to form some letters
Level 1	Learning transcription skills – acquiring knowledge of sound/symbol correspondence (GPC) Can spell some cvcs and use in simple captions, phrases and a few simple sentences
LOWER WRITING SKILLS – ASSOCIATIVE STRUCTURE	
Level 1/2	Spells cvcs well, and some 4/5 letter words Uses simple digraphs, vowel digraphs, consonant blends Writes 3–5 simple sentences
Level 2	Uses phonically justifiable attempts at harder words Uses common digraphs and blends securely – knows about “magic e” Writes in simple and compound sentences, uses <i>and</i> , <i>then</i> , and <i>but</i> as connectives Structure is a chained sequence of associations Uses some sentence markers Able to write more than 4/5 lines, often 1, 2 or 3 pages
INTERMEDIATE WRITING SKILLS – RELATIONAL STRUCTURE	
Level 3 (lower)	Good spelling patterns established for basic regular words, and for familiar irregular ones Handwriting becoming joined Sentence structure includes complex sentences, with related subordinate clauses
Level 3 (upper)	Use of sentence markers secure; understands sentence boundaries Uses wider range of connectives, like <i>if</i> , <i>so</i> , <i>while</i> , <i>though</i> , <i>since</i> , <i>when</i> , <i>who</i> , etc. Verb use wider, a few adjectives and adverbs used Fluent writing, understands basic story structure well
Level 3 / 4	Shows some awareness of reader and purpose in using different forms
HIGHER WRITING SKILLS – ORGANIZED STRUCTURE	
Level 4 (lower)	Fluent, expressive writing; accurate and automated use of secretarial skills Conceives piece of writing for task as a global whole
Level 4 (upper)	Able to use planning, drafting and editing skills competently Able to proof-read and review work, alone or collaboratively Uses paragraphing Uses correctly laid out dialogue Selects vocabulary for effect, verbs, adjectives and adverbs Awareness of adaptation to purpose for audience grows; wide range of forms tackled Note-making for study skills Précis & summarizing techniques used
HIGHER WRITING SKILLS – COMMUNICATIVE WRITING	
Level 5	Good adaptation to purpose and audience Sense of style Structure and coherence in flow of content Paragraphing secure Precise use of vocabulary and of varied structure to evoke reader response
Level 6 and 6+	Focus fully on communicating meaning , autonomous writing as author, personal views and impersonal writing as well are both easily adopted Critical thinking developed through review, analysis, hypothesis, recollection and summary Extensive range of forms used

Table 6.1 (This may be photocopied for use within the purchasing organisation)

A DEVELOPMENTAL READING PROFILE		
Context of the observation: HEARING INDIVIDUAL READER		Book used: READING SCHEME or LIBRARY BOOK?
PUPIL: AA / A /BA		Estimated NC LEVEL <input type="checkbox"/>
<p>Is text matched to allow appropriate level of accuracy? i.e. Independent level is 99% accurate (one error per 100 words) i.e. Instructional level is 95% (five errors per 100 words) i.e. Frustration level is 90% accurate or less (unsatisfactory)</p> <p>Are type and range of texts appropriate? _____ How often heard? _____</p> <p>Is there any evidence of cue use? (Levels 1, 2, 3) or textual understanding (Levels 4, 5)</p>		
<p>Does pupil enjoy reading? Take it home? Any favourite books? Uses library?</p>		
APPROACH SKILLS – EMERGENT READING		
Towards ELGs / at ELGs / Level W	Has book handling skills Can discuss pictures Can recognize odd words / letters Learning decoding skills	
Level 1	Recognize a number of familiar word and has some minimal idea of sound, symbol correspondence	
LOWER READING SKILLS – INDEPENDENT READING		
Level 1/2	Recognizes most words Usually accurate reading	
Level 2	Word by word reading – uses cues: initial letter; cvc words decoded; other simple words. Able to use semantic and syntactic cues Knows alphabet sequence, understands content	
INTERMEDIATE READING SKILLS – EXPRESSIVE READING		
Level 3 (lower)	Reading with expression Able to use intermediate phonics Understands content and word meanings	
Level 3 (upper)	Fluent, expressive and well paced reading Able to use all cueing systems Able to use all cues collaboratively	
Level 3 / 4	Moving to advanced phonics	
HIGHER READING SKILLS – INFORMATIVE READING		
Level 4 (lower)	Fluent, expressive, accurate; comprehension skills developing	
Level 4 (upper)	Study skills – skim and scan? Notemaking skills? Accessing skills – index, library? Knows about fiction and non-fiction? Can give reading preferences, authors, titles	
HIGHER LEVEL READING SKILLS – INTERPRETIVE READING		
Level 5	Reads “between the lines” – understands inference, idiom, simile and metaphor well Discusses genre, style, text; can refer to examples from text Sifts opinion and bias from fact	
HIGHER LEVEL READING SKILLS – APPRECIATIVE READING		
Level 6	Awareness of author’s intentions, and devices used to pursue these	
COMPREHENSION	Able to recount story or extract information –	Level 3+
	Prediction –	Level 3 / 4 / 4+
	Able to interpret using inference. Able to discuss and explain or expand –	Level 4 / 5 / 6

Table 6.2 (This may be photocopied for use within the purchasing institution)