

# Unaided Writing Assessment

## The writing

Ask every child to do a piece of unaided writing. This could just be any piece of writing but it's easier to assess if classes of children have written the same thing. To achieve this, teach children a poem or nursery rhyme every day for a week. Do this entirely verbally - don't let them see the words at any point. On the final day of the week, ask children to write the poem or rhyme down. You will probably need to dictate this as the children write.

## The analysis

This is best carried out with the whole staff together so that judgements can be moderated and staff can support one another. Look through one piece of writing at a time and look for evidence of each of the different phases. There is detailed information in Letters and Sounds about what the key features of each phase are. A very brief overview follows below:

<b>Phase 1</b>	If the child was unable to put pen to paper or form recognisable letters then they will probably be working within <b>Phase 1</b> . NB There may be other reasons why the child has written nothing (physical, emotional etc - rule all of these out before assuming that this is the appropriate phase for the child).
<b>Phase 2</b>	If the child has written anything at all that involves some recognisable letters, even if they don't make sense, then they will probably be working within <b>Phase 2</b> .
<b>Phase 3</b>	If the child has successfully achieved Phase 2, they will be able to write some CVC words correctly BUT if they are still making mistakes with others, they will probably currently be working within <b>Phase 3</b> .
<b>Phase 4</b>	If the child has correctly written most of the CVC words correctly, they have achieved Phase 3. If they are still not writing some (or all) adjacent consonants correctly, they are currently working within <b>Phase 4</b> .
<b>Phase 5</b>	If the child has correctly written the vast majority of CVC words and has mainly used adjacent consonants correctly, they have achieved Phase 4. If they are not correctly spelling the vast majority of Phase 5 graphemes (particularly the long vowel phonemes), they are currently working within <b>Phase 5</b> .
<b>Phase 6</b>	If the child has generally used the phase 5 graphemes, in particular the long vowel phonemes, correctly BUT they are not yet accurately spelling plural words, compound words and words ending in -ing and -ed, they are currently working within <b>Phase 6</b> .

## Using this information

Record a list of the children that are working at each phase (recording sheet on following page). This will give a clear picture of the needs of the class. To work out where to pitch whole class teaching, find the 60% mark e.g. 60% of a class of 30 is 18 children. Count up the children starting from the lowest phase until you get to the 18<sup>th</sup> child. Whichever phase that child is working on is the phase that the whole class teaching should be pitched at. NB: All children working below the whole class phase are still entitled to 15 minutes a day at the phase that they are working on. This will probably need to be provided as an intervention.

**Class:**

**Date:**

<b>Absent</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 5</b>	<b>Phase 6</b>	<b>Spelling</b>