

Writing Assessment Outcomes

Skills	Stage 3
Transcription	<p>Spelling</p> <ul style="list-style-type: none"> •Recognise and spell homophones. (E.g. he'll, heal and heel) •Use the first two or three letters of a word to check its spelling in a dictionary. •Spell words correctly which are in a family. (E.g. vision, visible, television) •Spell the identified words from the commonly mis-spelt Y3/4 word list. •Spell words with additional prefixes and suffixes and understand how to add them to root words. Identify the root in longer words. <p>Handwriting</p> <ul style="list-style-type: none"> •Use the diagonal and horizontal strokes that are needed to join letters. •Understand which letters should be left unjoined.
Composition	<ul style="list-style-type: none"> •Discuss models of writing, noting its structure, grammatical features and use of vocabulary. (poetry, reports, instructions etc) •Compose sentences using a wider range of structures. •Write a narrative with a clear structure, setting, characters and plot which excites the reader. •Write non-narrative using simple organisational devices such as headings and sub-headings. •Begin to use paragraphs to group ideas and make my writing flow. •Suggest improvements to my own writing and that of others. •Make improvements to grammar, vocabulary and punctuation. •Use a range of sentences with more than one clause by using a range of conjunctions. (e.g when, before, after, while, so, because) •Use the perfect form of verbs to mark the relationship of time and cause. •Proof-read to check for errors in spelling and punctuation. •Plan, edit and draft writing.
Grammar and Punctuation	<p>Sentence structure</p> <ul style="list-style-type: none"> •Express time, place and cause by using: <ul style="list-style-type: none"> • Conjunctions (when, before, after, while) • Adverbs (then, next, soon, therefore) • Prepositions (before, after, during, , in, because of) •Use a/an before a word. •Begin to use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. •Begin to use nouns or pronouns appropriately for clarity and cohesion and avoid repetition. <p>Text structure</p> <ul style="list-style-type: none"> •Start to use paragraphs. •Use headings and sub headings. •Use the present perfect form of verbs instead of the simple past. (E.g. I have had, I have seen, I have understood) <p>Punctuation</p> <ul style="list-style-type: none"> •Start to use inverted commas to punctuate direct speech.
Additional Guidance	
Greater Depth Examples	<ul style="list-style-type: none"> •Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations •Give careful thought to the planning of writing and re-read it as a matter of course •Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding •Use words that have not been used before when describing events, characters and feelings •Use powerful verbs to show character or add impact •Vary sentences, adding phrases to make the meaning more precise (embedded clauses) •Include descriptions of events and characters in a variety of styles and can sometimes contain humour •Describe characters and include feelings and emotions when needed •Choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports •Check punctuation and use speech marks and apostrophes accurately