

Writing Assessment Outcomes

Skills	Stage 4
Transcription	<p>Spelling</p> <ul style="list-style-type: none"> • Spell words with prefixes and suffixes and can add them to root words. ation, ous, ion, ian • Recognise and spell homophones (e.g accept and except, whose and who’s). • Use the first two or three letters of a word to check a spelling in a dictionary. • Spell the commonly mis-spelt words from the Y3/4 word list. • Use possessive apostrophe with irregular plurals (e.g children’s). <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. • Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
Composition	<ul style="list-style-type: none"> • Compose sentences using a range of sentence structures. • Compose and rehearse sentences orally including dialogue in order to build a varied vocabulary. • Write a narrative with a clear structure, setting, characters and plot which excites the reader. • Improve my writing by changing grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. • Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. • Use direct speech in writing and punctuate correctly. • Use conjunctions, adverbs, and preposition to express time and cause. • Construct sentences with varied ambitious vocabulary and structures. • Write non-narrative using simple organisational devices (e.g headings and sub-headings). • Plan, edit and draft writing.
Grammar and Punctuation	<p>Sentence structure</p> <ul style="list-style-type: none"> • Use a range of sentences which have more than one clause by using a range of subordinating conjunctions (e.g when, before, after, while, so, if, because, although). • Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. ‘The strict teacher with curly hair’ • Use fronted adverbials. ‘Later that day, I went shopping.’ <p>Text structure</p> <ul style="list-style-type: none"> • Write in paragraphs to organise ideas around a theme. • Make an appropriate choice of pronoun and noun within and across sentences. • Consistently use the present perfect form of verbs in contrast to the past tense. <p>Punctuation</p> <ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech. • Use apostrophes to mark plural possession. • Use commas after fronted adverbials.
Additional Guidance	
Greater Depth Examples	<ul style="list-style-type: none"> • Prepared to carry out a little research to find words that are specific to the event being written about. • Check to see if there are any sentences that can be re-organised so as to give my writing a greater impact. • Consciously use short sentences to speed up action sequences. • Use dialogue and reactions from other characters to make my character interesting. • Recognise when a simile may generate more impact than a metaphor, and vice versa. • Recognise when it is reasonable to allow direct speech to tell the reader more about an individual’s personality. • Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about. • Know how to re-order sentences so that they create maximum effect. • Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural. • Use commas or ellipses in order to create greater clarity and effect in my writing.