

Writing Assessment – Purple

Handwriting	Construction and Organisation of sentences and texts	Writing for effect	Punctuation	Spelling
<p>All handwriting is neat, consistently sized and letters are correctly joined.</p> <div style="border: 2px solid purple; padding: 5px; margin-top: 20px;"> <p style="text-align: center;">Termly Assessment</p> <p>Statements must be embedded before highlighting. To assess the stage at which the child is performing, count up highlighted statements and indicate in the correct</p> </div>	<p><u>Writes in the past, present and future tense accurately (including using the present perfect form of verbs in contrast to the past tense). e.g. He has gone out to play/He went out to play.</u></p> <p><u>Uses a wider range of subordinating, coordinating and time adverbials e.g. although, therefore, meanwhile, as.</u></p> <p><u>Uses subordinate clauses to create multi-clause sentences e.g. ‘Hearing a terrifying noise behind them, the girls ran as fast as they could.’ Or ‘The delivery man, who drove a red van, arrived at the depot two hours late.’</u></p> <p><u>Plans using a written form with some detail.</u></p> <p><u>Writes paragraphs in narrative which indicate changes in theme, time or setting.</u></p> <p><u>Use of paragraphs to organise ideas and makes some simple links between paragraphs e.g. through use of adverbials and prepositions e.g. After they had eaten breakfast...; Secondly, it is dangerous to...</u></p> <p><u>Key features of text evident (including attempting to adopt viewpoint with appropriate genre).</u></p> <p><u>Includes a brief introduction and conclusion in non-narrative writing.</u></p> <p><u>Appropriate choice of pronoun/noun within and across sentences to aid cohesion and avoid repetition.</u></p>	<p><u>Chooses nouns and pronouns effectively to aid cohesion and avoid repetition e.g. ‘the Alsatian’ instead of ‘the dog’,</u></p> <p><u>Begins sentences with fronted adverbial phrases e.g. With fear and dread, he opened the door.</u></p> <p><u>Begins sentences in a variety of ways including prepositions, conjunctions and fronted adverbials e.g. In the morning, Although it was icy outside, As he entered the room.</u></p> <p><u>Uses a wider and increasingly ambitious vocabulary e.g. grotesque, morose, abode.</u></p> <p><u>Relevant ideas and content chosen</u></p> <p><u>Noun phrases expanded with adjectives, nouns and prepositional phrases.</u></p> <p><u>Uses some similes and metaphors.</u></p> <p><u>Develops character (setting) by describing more elements of characterisation such as how a character looks, behaves, speaks and moves</u></p> <p><u>Edits and adapts own writing to improve grammatical accuracy and vocabulary.</u></p> <p><u>Shows an awareness of when to use standard and non-standard English, depending on text type. e.g. verb inflections. e.g. We were instead of we was. I did / I do</u></p>	<p><u>Uses the rules of dialogue accurately including punctuation and a new line for a new speaker.</u></p> <p><u>Uses commas correctly following fronted adverbial phrases. e.g. Later that day.</u></p> <p><u>Uses commas accurately to separate a subordinate clause from a main clause.</u></p> <p><u>Uses the possessive apostrophe accurately for regular and irregular plurals e.g. the lions’ cubs; the children’s writing.</u></p> <p><u>Continue to use an increasing range of punctuation, ? ! “</u></p> <p><u>Proofreads for spelling and punctuation errors.</u></p>	<p><u>Knows a range of homophones and spells all of the common homophones correctly.</u></p> <p><u>Spells some trickier homophones correctly e.g. peace and piece; meddle and medal; reign, rein and rain.</u></p> <p><u>Spells most (at least 90%) of the Year 3 and 4 National Curriculum word list correctly.</u></p> <p><u>Uses the prefixes ‘sub’, ‘inter’, ‘anti’ and ‘auto’.</u></p> <p><u>Usually chooses the correct suffix for ‘sion’, ‘cian’ and ‘tion’.</u></p> <p><u>Uses the suffix ‘ous’.</u></p> <p><u>Uses a dictionary to check spellings.</u></p> <p><u>Applies irregular spelling rules:</u> <u>y as an i—gym</u> <u>ou as in u (young)</u> <u>ch as in (chemist)</u> <u>ch as in (chef)</u> <u>ue and que endings (league/antique)</u> <u>sc as an s e.g. science</u> <u>eigh ei spellings</u></p>

Emerging: 4E
4E: 5-8 objectives
4E+: 9 -16 objectives



Developing: 4D
4D: 17-22 objectives
4D+: 23-25 objectives



Secure: 4S
26+ statements achieved
including all KPI's



Mastery: 4S+
32-34 statements embedded and applied in a range of

