

Priestley Primary School
Writing Assessment Steps
 Steps 13 - 15



Yr4	Transcription / Word	Handwriting	Sentence	Punctuation	Composition
End of Year Expectations					
<ul style="list-style-type: none"> I use specific nouns and powerful verbs effectively and purposefully I can use pronouns to avoid repetition or ambiguity I use a fronted adverbial correctly using a comma I can explain and demonstrate the difference between plural and possessive 's' I can use the standard English forms verb inflections (e.g. we were not we was) I can use the first two or three letters of word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined I am increasing the legibility, consistency and quality of my handwriting; for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> I can use the present perfect form of verbs in contrast to the past tense I can use pronouns appropriately to avoid repeating the noun I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during) I can identify the main and subordinate clause in a sentence I can use paragraphs as a way to group related material I can use fronted adverbials I can write, from memory, simple sentences dictated by the teacher with the correct punctuation 	<ul style="list-style-type: none"> I can use inverted commas and other punctuation to punctuate or indicate direct speech I can use commas after fronted adverbials I can use a comma to mark a pause in a complex sentence. I can indicate possession by using the possessive apostrophe with plural nouns 	<p>Planning:</p> <ul style="list-style-type: none"> I can talk about a genre of writing identifying its structure, vocabulary and grammar. I can discuss and record my ideas <p>Draft and write:</p> <ul style="list-style-type: none"> I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. I can organise my writing in paragraphs around a theme I can use the features of non-narrative material I can create settings, characters and plot in narrative writing. I can write in a variety of genre. <p>Evaluating:</p> <ul style="list-style-type: none"> I can proof read my work to check for spelling, grammar and punctuation errors. I can assess the effectiveness of my own and others writing. I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. I can evaluate what I have written with the teacher or another pupil. 	
<p>15.3 Mastering I can use all the appropriate rules accurately in my writing</p>	<p>15.3 Mastering I can write fluently at length in a legible style</p>	<p>15.3 Mastering My sentences are varied in structure in order to create different effects I can explain what the present perfect form of verbs means.</p>	<p>15.3 Mastering My writing includes accurately punctuated speech where appropriate.</p>		
<p>15.2</p> <ul style="list-style-type: none"> I can confidently use nouns and pronouns. I can use fronted adverbials I can use and apply each of the rules within my writing 	<p>15.2</p> <ul style="list-style-type: none"> I am increasing the legibility, consistency and quality of my handwriting 	<p>15.2</p> <ul style="list-style-type: none"> I can correctly use the present perfect tense in contrast to the past tense in my work I use pronouns accurately in my work. 	<p>15.2</p> <ul style="list-style-type: none"> I can use speech appropriately in my writing. I can accurately use commas in 	<p>15.1</p> <ul style="list-style-type: none"> speech and lists in my writing I can demonstrate my understanding in my writing. 	
<p>15.1</p>	<p>15.1</p>	<p>15.1</p> <ul style="list-style-type: none"> I use these accurately in my work. I can use a variety of sentences with more than one clause. I can demonstrate my understanding in my writing. 	<p>15.1</p>		
<p>14.2</p> <ul style="list-style-type: none"> I can choose specific nouns and powerful verbs depending on the purpose of my writing 	<p>14.2</p> <ul style="list-style-type: none"> I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, 	<p>14.2</p> <ul style="list-style-type: none"> I can use the present perfect form of verbs in contrast to the past tense. I can use pronouns 	<p>14.2</p> <ul style="list-style-type: none"> I can consistently punctuate speech accurately in my writing. 		
					<p style="text-align: center;">Sounds</p> <ul style="list-style-type: none"> Words with endings sounding like /ʒəə/ or /tʃəə/ e.g. measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure Words with the /s/ sound spelt sc (Latin in origin) e.g. science, scene, discipline, fascinate, crescent Endings which sound like /ʒəən/ e.g.

14.1	<ul style="list-style-type: none"> I am beginning to use fronted adverbials I can compare the apostrophe for omission with the apostrophe for possession. I can explain and demonstrate the difference between plural and possessive 's' I can use the standard English forms verb inflections (e.g. we were not we was) I can use the first two or three letters of word to check its spelling in a dictionary. 	14.1	when adjacent to one another, are best left unjoined (as per school policy)	14.1	<p>appropriately to avoid repeating the noun I can express time, place and cause using conjunctions, adverbs or prepositions.</p> <ul style="list-style-type: none"> I can identify the main and subordinate clause in a sentence I can use paragraphs as a way to group related material. I can use fronted adverbials 	14.1	<ul style="list-style-type: none"> I can use commas after fronted adverbials. I can indicate possession by using the possessive apostrophe with plural nouns. 	<p>division, invasion, confusion, decision, collision, television</p> <ul style="list-style-type: none"> Endings which sound like /ʃən/, spelt –tion, –sion, –cian e.g. invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician Ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) e.g. league, tongue, antique, unique Suffix –ation e.g. information, adoration, sensation, preparation, admiration suffix –ous e.g. poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous Prefixes – re- (re-: redo, refresh, return, reappear, redecorate), sub- (sub-: subdivide, subheading, submarine, submerge), inter- (inter-: interact, intercity, international, interrelated (inter + related) Possessive apostrophe with plural words e.g. girls', boys', babies', children's, men's, mice's Homophones and near-homophones e.g. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear Words which are often misspelt when prefixes and suffixes are added, disappear (add dis to appear), disappoint (add dis to appoint), beginning, business, necessary, unnecessary, necessarily <p>See Appendix 1 and 2, National Curriculum (year3/4)</p>
13.2	<ul style="list-style-type: none"> I am developing my use of specific nouns and powerful verbs I can use a dictionary to check the meaning of new words I am familiar with using a thesaurus to expand vocabulary I am using a range of nouns or pronouns. 	13.2	<ul style="list-style-type: none"> I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 	13.2	<ul style="list-style-type: none"> I can express time, place and cause using conjunctions (when, before, after). I can identify the main clauses in sentences I have written. I can explore the use of adverbials. 	13.2	<ul style="list-style-type: none"> I can use inverted commas to punctuate direct speech. I can apply rules when using an apostrophe for possession. 	
13.1	<ul style="list-style-type: none"> I can understand and identify fronted adverbials I understand the basic rules for singular and plural nouns. I can apply rules when using an apostrophe for possession. 	13.1	<ul style="list-style-type: none"> I can use spacing between words that reflects the size of the letters. 	13.1		13.1		

Terminology

- Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)

