

Writing Assessment – Red

Handwriting	Construction and Organisation of sentences and texts	Writing for effect	Punctuation	Spelling
<p>All handwriting is legible and mostly joined.</p> <p>Ascenders and descenders are appropriately sized.</p> <div style="border: 2px solid red; padding: 5px; margin-top: 10px;"> <p>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 box.</p> </div>	<p><u>Uses pronouns appropriately to avoid repetition.</u></p> <p><u>Uses determiners correctly according to the noun. e.g. a box ~ an open box. (a for consonant an for vowel.)</u></p> <p><u>Uses conjunctions of subordination e.g. when, if, because; time conjunctions e.g. first, then next, later, before, after, and coordination e.g. but, so, and.</u></p> <p>Uses complex sentences to express time, place or cause. e.g. Long ago, a prince was held prisoner in a dungeon because he refused to marry the evil queen.</p> <p><u>Write in the past, present and future tense.</u></p> <p><u>Plans their writing both orally and in a simple written form drawing ideas from texts they have looked at.</u></p> <p><u>Writes paragraphs around a theme in non-narrative. e.g. a paragraph about dogs in a non-chronological report on pets.</u></p> <p><u>Uses simple paragraphs in narrative to indicate a change in time.</u></p> <p>Writes narratives with a build-up, problem and solution.</p> <p><u>Uses a range of appropriate features for taught text types e.g. address in a letter, headline in a news report. Headings, subheadings</u></p> <p>Writes a brief introduction and conclusion for non-narrative texts where appropriate.</p>	<p>Begins sentences with fronted adverbials of manner, place and time e.g. In the garden, the boy played football.</p> <p>Begins sentences with conjunctions e.g. Because it was snowing, I wore a scarf; When the morning came, the garden was covered in snow.</p> <p>Uses ambitious verbs and adjectives e.g. strolled; dilapidated, colossal.</p> <p><u>Develops characters and settings considering what can be seen, heard, smelt etc. as well as the finer details e.g. Inside the cottage, it smelt damp and the dusty furniture was dilapidated. A long, silvery cobweb hung from the rafters.</u></p> <p><u>Independently, assesses the effectiveness of their own and others writing suggesting and making improvements to grammar and vocab.</u></p> <p>Attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. attitude expressed, but with little elaboration.</p>	<p><u>Uses the possessive apostrophe accurately for regular plurals e.g. Tom's pencils.</u></p> <p>Uses commas correctly after 'ly' adverbials at the beginning of a sentence.</p> <p>Use commas correctly after beginning a sentence with a prepositional phrase e.g. In the winter, animals hibernate.</p> <p>Uses commas to separate some clauses.</p> <p><u>Uses inverted commas accurately to indicate speech and punctuates correctly inside inverted commas.</u></p> <p><u>Proof-reads own work to check all taught punctuation and spelling is correct.</u></p> <p>Continues to use full stops, capital letters, question marks, commas in lists and exclamation marks accurately</p>	<p><u>Knows the corresponding graphemes for all phonemes and nearly always chooses correctly.</u></p> <p><u>Spells at least 50% of the Year 3 and 4 National Curriculum word list correctly.</u></p> <p><u>Uses a dictionary to check spellings (using first two or three letters).</u></p> <p><u>Chooses the correct prefix from 'dis', 'mis', 'im', 're' il', 'ir' and 'in' and understands their meaning.</u></p> <p><u>Adds the suffix 'tion' both when the root word stays the same and when it changes e.g. imagination, information.</u></p> <p><u>Can add the suffix 'ly' both when the root word stays the same and when it changes e.g. lovely, happily.</u></p> <p><u>Spells common homophones correctly e.g. brake and break; whose and who's; whether and weather.</u></p> <p><u>Add suffixes beginning with vowel letters to words of more than one syllable. e.g forget forgetting, prefer preferred, garden gardening, following a variety of rules.</u></p> <p>Applies irregular spelling rules e.g. Y as an i (gym), ou as u (young), ch as a k (chemist), ch as a sh (chef), gue and que endings (league, antique), sc as s (science) and ei spellings (weight).</p> <p><u>Spells words ending in sure and ture.</u></p>

Emerging:
5-8 statements = 3E
9 – 17 = 3E+

Developing:
18-23: 3D
24 – 26: 3D+

Secure: 3S
27+ statements achieved
including all NN's

Mastery: 3S+
34 - 36 statements embedded and applied in a range of contexts.