

Stoke Writes

Assessment Grid for Writing: Path 3

Name _____

	I can start!	I can join!	I can write it!	I can say it!	My Punctuation	My Spelling	My Presentation
	SW1	SW2	SW3	SW4	SW5	SW6	SW8
Path 3: Step 1 (Working Towards the Expected Standard)	<p>Beginning to use a wider range of time conjunctions to start sentences:</p> <ul style="list-style-type: none"> • Lastly • Immediately • However • After a while • Although <p>Beginning to open sentences using simple prepositional clauses, e.g. Behind the door, hid the mischievous imp.</p> <p>Beginning to open sentences using simple adverbial clauses e.g. The huge yellow balloon, floated up into the sky.</p> <p>Beginning to open sentences using adverbs e.g. Slowly, the tortoise crawled towards the juicy, green lettuce.</p>	<p><u>Consistently use time related conjunctions, prepositions and adverbs:</u></p> <ul style="list-style-type: none"> • when • before • next • then • meanwhile • until • during • firstly 	<p><u>Edits, redrafts and publishes their work.</u></p> <p>Details, which add contrast, are included in writing.</p> <p>Beginning to magpie writerly techniques for effect.</p> <p>Narrative is beginning to contain direct speech, although this may not always be correctly punctuated.</p> <p>Nouns chosen are specific, e.g. 'poodle' instead of 'dog'.</p> <p><u>Writing demonstrates thoughts and feelings of characters to create mood.</u></p> <p><u>Narrative settings are beginning to create different moods.</u></p> <p><u>Beginning to use paragraphs as a way to group related material.</u></p> <p><u>Writes from memory sentences dictated by an adult, including punctuation learnt so far.</u></p>	<p>Begins to orally rehearse, refine, share and respond to drama opportunities.</p> <p>Shows awareness of ways in which speakers vary talk, and why, through exploring different ways of speaking.</p> <p><u>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</u></p>	<p><u>Knows the difference between consonants and vowels and begins to use the correct form of an/a.</u></p> <p><u>Inverted commas are sometimes used to punctuate direct speech.</u></p> <p><u>Routinely uses apostrophes for contraction.</u></p> <p><u>Uses apostrophes for singular possession.</u></p>	<p><u>Able to read and spell some words from the Year 3/4 word list.</u></p> <p><u>Aware of some homophones and can spell them correctly.</u></p> <p><u>Uses prefixes: Dis-, mis-, in-, im-, auto-, anti-, inter-, super-</u></p> <p><u>Checks spellings in a dictionary using the first letter.</u></p> <p><u>Spells words with the 'u' sound used for 'ou' e.g. young, touch.</u></p> <p><u>Spells words with the 'I' sound spelled y.</u></p> <p><u>Spells words with the ay sound spelled ei, eigh or ey.</u></p>	<p><u>Handwriting is always legible.</u></p> <p><u>Uses the diagonal and horizontal strokes needed to join letters.</u></p>
Path 3: Step 2 (Working at the Expected Standard)	<p>Consistently uses a wider range of adverbs and conjunctive adverbs to start sentences:</p> <ul style="list-style-type: none"> • Lastly • Immediately • However • After a while • Although <p>Consistently opens sentences using simple prepositional clauses, e.g. Behind the door, hid the mischievous imp.</p> <p>Consistently opens sentences using simple adverbial clauses e.g. The huge yellow balloon, floated up into the sky.</p> <p>Consistently opens sentences using adverbs e.g. Slowly, the tortoise crawled towards the juicy, green lettuce</p>	<p><u>Consistently uses a variety of conjunctions, adverbs and prepositions for time, place and cause:</u></p> <p><u>Conjunctions:</u> when before after while so because</p> <p><u>Adverbs</u> then next soon therefore</p> <p><u>Prepositions:</u> before after during in because of</p>	<p>Evidence of viewpoint is established and clear.</p> <p><u>Narrative and non-fiction work is organised into paragraphs to guide the reader.</u></p> <p>Appropriate vocabulary is used to provide detail and clarity.</p> <p><u>Organisational devices such as headings and sub-headings are used to aid presentation.</u></p> <p><u>Writing demonstrates an increasing range of sentence structures.</u></p> <p><u>Direct speech is correctly demarcated with the use of inverted commas.</u></p> <p><u>Edits, redrafts and publishes their work.</u></p> <p><u>Proof-reads their writing for spelling and punctuation errors.</u></p>	<p><u>Orally rehearses writing to experiment with word order and vocabulary choices to extend and elaborate sentences.</u></p>	<p><u>Uses the correct form of a or an.</u></p> <p><u>Routinely uses apostrophes to show the possession of a plural. e.g. children - children's</u></p> <p><u>Uses present perfect form of verbs, e.g., He has gone out to play. Contrasted with, He went out to play.</u></p>	<p><u>Able to read and spell some words from the Year 3/4 word list.</u></p> <p><u>Uses and spells most homophones accurately and appropriately.</u></p> <p><u>Checks spellings in the dictionary or online dictionary using the 1st 2 or 3 letters.</u></p> <p><u>Recognises the /k/ sound is spelt as K rather than as the letter C before e, I and y, eg sketch</u></p> <p><u>Adds suffixes beginning with vowel letters to words of more than one syllable (forgetting, forgotten).</u></p> <p><u>Adds the suffix -ly to adjectives to form adverbs.</u></p> <p><u>Understands word families (e.g. solve, solution, dissolve).</u></p>	<p><u>Has a consistent joined handwriting style.</u></p>
Path 3: Step 3 (Working at Greater Depth)	<p>Routinely uses a variety of conjunctions, prepositions, adjectives and adverbs for opening clauses within sentences.</p>	<p>Subordinate conjunctions are applied throughout the curriculum, where appropriate.</p>	<p>Nouns are modified precisely using adjectives, e.g. 'an eerie, echoing sound.'</p> <p>Tenses are always accurate including the present, perfect form e.g. 'he has gone out to play', past tense, 'he went out to play,' present tense, 'he is playing outside.'</p> <p>Consistent use of first and third person.</p> <p>Pupils routinely edit, redraft and publish their work.</p> <p>Applies age-appropriate grammar, spelling and punctuation consistently and independently when writing across the curriculum.</p>	<p>Orally rehearses to elaborate and uses precise vocabulary.</p>	<p>Routinely uses apostrophes for contractions and possession.</p>	<p>Spells age-related words accurately when writing across the curriculum.</p>	<p>Has a legible and consistent joined handwriting style.</p>

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