

Stoke Writes

Assessment Grid for Writing: Path 4

Name _____

	I can start! SW1	I can join! SW2	I can write it! SW3	I can say it! SW4	My Punctuation SW5	My Spelling SW6	My Presentation SW7
Path 4: Step 1 (Working Towards the Expected Standard)	<p><u>Beginning to develop the use of standard English forms for verb inflections, e.g. 'We were', instead of 'We was.' Or 'I did', instead of 'I done'.</u></p> <p><u>Uses fronted adverbials to begin sentences.</u></p> <p>Beginning to make choices about how to open a sentence and for which effect. For example, fronted adverbials, prepositional phrases and modified noun phrases, e.g. The threatening grey wolf with sharp teeth.</p>	<p>Beginning to use conjunctions to make comparisons:</p> <ul style="list-style-type: none"> especially unless except apart from 	<p><u>Noun phrases are beginning to be expanded by the addition of modifying adjectives, nouns and prepositional phrases.</u></p> <p><u>Technical nouns are incorporated within writing e.g. 'the wrought iron gates'.</u></p> <p><u>Writing is in clearly sequenced in paragraphs around a theme.</u></p> <p><u>Dialogue is used to develop characterisation.</u></p> <p><u>Writing implies insights to the reader on characterisation, actions, reactions, speech and behaviours - the beginnings of 'show not tell'.</u></p> <p><u>Beginning to use a range of pronouns or nouns within and across sentences to aid cohesion and avoid repetition.</u></p> <p><u>Work is routinely proof read for spellings, punctuation and to ensure it makes sense.</u></p> <p><u>Beginning to use a range of powerful verbs.</u></p> <p><u>Beginning to use technical and precise vocabulary in non-narrative writing.</u></p>	<p><u>Orally rehearse and experiment with language to extend, create pace, convey a mood and give clarity.</u></p>	<p><u>Beginning to use apostrophes for plural possession.</u></p> <p><u>Commas follow a fronted adverbial or prepositional fronted clause.</u></p> <p><u>Dialogue is usually demarcated correctly - e.g. a comma after the reporting clause; end punctuation with inverted commas; use adverbs for emphasis e.g. The prison officer shouted sternly, "Sit down!"</u></p>	<p><u>Able to read and spell many words from the Year 3/4 word list.</u></p> <p><u>Spells words with the suffix -ation (information).</u></p> <p><u>Spells words with the endings sure (treasure) and ture (creature).</u></p> <p><u>Spells words ending in sion (invasion).</u></p> <p><u>Spells words with the /k/ sound spelt ch.</u></p> <p><u>Spells words with the /s/ sound spelt sc.</u></p>	<p><u>Handwriting is consistently joined and is legible.</u></p>
Path 4: Step 2 (Working at the Expected Standard)	<p><u>Uses standard English forms for verb inflections, e.g. we were instead of we was. Or I did instead of I done.</u></p> <p>Makes choices about how to open a sentence and for which effect. For example, fronted adverbials, prepositional phrases and modified noun phrases, e.g. The threatening grey wolf with sharp teeth.</p>	<p>A variety of subordinate conjunctions are routinely used:</p> <ul style="list-style-type: none"> after also as well although however <p>Fronted adverbials are routinely used to begin sentences:</p> <ul style="list-style-type: none"> Suddenly Fortunately Happily Steadily Rapidly Gladly 	<p>Repetition of words and phrases adds detail and effect to overall piece.</p> <p><u>Noun phrases are expanded by the addition of modifying adjectives, nouns and prepositional phrases.</u></p> <p><u>Paragraphs start appropriately, and are always linked cohesively around a theme.</u></p> <p>Non-fiction writing shows a clear sequence of events resulting in a definite conclusion.</p> <p>Dictionary and a thesauri are routinely used by writers.</p> <p><u>Uses a range of pronouns or nouns within and across sentences to aid cohesion and avoid repetition.</u></p> <p><u>Work is routinely proof read for spellings, punctuation and to ensure it makes sense.</u></p> <p><u>Uses a range of powerful verbs.</u></p> <p><u>Uses technical and precise vocabulary in non-narrative writing.</u></p>	<p><u>Reads writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</u></p>	<p>Commas are used appropriately to demarcate clauses and a range of sentence structures.</p> <p><u>Consistently uses a comma to demarcate the reporting clause, e.g. The conductor shouted, "Sit down!"</u></p> <p><u>Apostrophes are used accurately for plural possession.</u></p>	<p><u>Able to read and spell almost all words from the Year 3/4 word list.</u></p> <p><u>Spells words with the suffix -ous (dangerous).</u></p> <p><u>Spells words with the endings -tion, -sion, -ssion and -cian.</u></p> <p><u>Spells words with the /sh/ sound spelt ch.</u></p> <p><u>Spells words with the /g/ sound spelt que and the /k/ sound spelt -que.</u></p> <p><u>Recognises the difference between plural and possessive s.</u></p>	<p><u>The downstrokes of letters are parallel and equidistant.</u></p> <p><u>Lines of writing are spaced sufficiently so that ascenders and descenders do not touch.</u></p>
Path 4: Step 3 (Working at Greater Depth)	<p>Uses standard English forms in all writing.</p> <p>Makes choices as a writer about how to open a sentence. For example, fronted adverbials, prepositional phrases and modified noun phrases.</p>	<p>Adds effective detail to sentences using conjunctions, prepositional phrases, fronted adverbials and modified noun phrases.</p>	<p>The format of the writing meets the purpose or context, e.g. brevity in a diary entry, elaboration in a non-chronological report.</p> <p>Paragraphs show a change in action/setting or theme; factual information in non-fiction is linked cohesively.</p> <p>Routinely uses a range of powerful verbs.</p> <p>Routinely uses technical and precise vocabulary in non-narrative writing.</p> <p>Applies age-appropriate grammar, spelling and punctuation consistently and independently when writing across the curriculum.</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Uses Y4 punctuation accurately and independently when writing across the curriculum.</p>	<p>Spells age-related words accurately when writing across the curriculum.</p>	

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