



Writing Stage 4



Write a range of fiction and non-fiction
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.
There is an expectation that Standard English will be used consistently.

	Working Towards Expected	Working at Expected	Working at Greater Depth
	Text Structure & Composition	Text Structure & Composition	Text Structure & Composition
Planning	Writing shows evidence of planning through its structure, sequencing of key ideas and use of vocabulary.	Writing shows evidence of planning through its structure, organisation of ideas and use of vocabulary	Writing shows evidence of planning through its structure, organisation of ideas and cohesion
Audience and Purpose	Write for a range of purposes – showing an awareness of the audience for, and the purpose of, the writing	Write for a range of purposes – showing an awareness of the audience for, and the purpose of, the writing	Write for a range of purposes – showing an awareness of the audience for, and the purpose of, the writing
Genre specific Features	Use the simple features of the text type being studied	Select and use specific features for a range of text types	Select and use specific features for a range of text types, considering the effect
Narrative	In narratives, create settings, characters & a simple plot	In narratives, create settings, characters & plot	In narratives, create settings, characters & plot
	Integrate dialogue in narratives, using past tense for narrative and present tense for dialogue	Integrate dialogue in narratives, using past tense for narrative and present tense for dialogue	Integrate dialogue in narratives, using past tense for narrative and present tense for dialogue
Organisation & Paragraphing	Use headings, sub-headings and numbered points/bullet points to aid presentation	In non-narrative, use simple devices to structure the writing (e.g. headings, sub-headings, bullet points)	In a range of non-narrative, use simple devices to structure the writing (e.g. headings, sub-headings, bullet points)
	Begin to use paragraphing to group related material	Use paragraphs to organise ideas around a theme	Use paragraphs to organise ideas
Figurative language	Use similes and / or alliteration in writing	Use well-chosen, effective similes and alliteration and begin to create metaphors.	* Experiment with a wider range of figurative language (e.g. similes, metaphors, alliteration)
Detail to engage / to enhance meaning (word classes, language & formality)	Create expanded noun phrases regularly and in a variety of contexts, using well-chosen adjectives and nouns	Create quality expanded noun phrases with ease and use in context	Use expanded noun phrases effectively, when needed, to add detail
	Use some purposefully-chosen verbs effectively to add detail	Choose verbs for effect and to maintain interest	Use purposely-chosen verbs effectively to add detail
	Choose appropriate adverbs to qualify meaning	Use adverbs, adverbial phrases and preposition phrases to add detail	Use adverbs, adverbial phrases and preposition phrases effectively to add detail
	Use a wider range of adverbial phrases for precision		
	Use subject specific vocabulary (encountered through study) and begin to include some technical vocabulary	Begin to be more selective with choice of subject/technical vocabulary	Use subject / technical vocabulary with increasing accuracy and awareness of task and/ or audience.
			Show awareness of informal/formal vocabulary appropriate to the text type being written

Dependence

Independence



Fluent Writer

Experienced Writer

		Grammar, Sentence Structure & Punctuation	Grammar, Sentence Structure & Punctuation	Grammar, Sentence Structure & Punctuation
Verb tenses		Use present and past tense (simple and progressive) correctly and consistently	Use present and past tense (simple and progressive) correctly and consistently as well as present perfect and future simple when appropriate	Use simple and progressive verb tenses (past, present, future) correctly and consistently and begin using past/present perfect forms with increasing accuracy
		Begin to use present perfect instead of simple past when appropriate		
		Begin to use future simple when appropriate		
Punctuation		Use capital letters, full stops, question marks or exclamation marks when required, commas for lists correctly in their writing	Use capital letters, full stops, question marks or exclamation marks when required, commas for lists and apostrophes for contraction and possession (singular) correctly in their writing	Use capital letters, full stops, question marks or exclamation marks when required, commas for lists and apostrophes for contraction and possession (singular and plural) correctly in their writing
		Use apostrophes for contraction mostly correctly		
		Use apostrophes for possession (singular)	Use apostrophe for possession (plural)	
		Begin to use inverted commas to punctuate direct speech	Use inverted commas and other punctuation to present direct speech (including new speaker=new line) mostly correctly	
			Use commas after fronted adverbials	
			Use inverted commas and other punctuation to present direct speech (including new speaker=new line) accurately	
			Use commas to demarcate clauses and begin to aid meaning	
			Begin to use brackets	
Sentences		Use a wider range of conjunctions and prepositions to express time, place and cause E.g. when, before, after, while, during, in because of	Use complex sentences using a range of coordinating & subordinating conjunctions	Use a range of conjunctions (coordinating, subordinating & conjunctive adverbs) Vary the structure of complex sentences for variety. E.g. move the sub-clause to the beginning, begin sentences with different openers (-ed, -ly, -ing, simile starter)
			Begin to vary the position of a subordinate clause within a sentence	
			Create sentences with fronted adverbials for when E.g. Later that day , we went swimming.	
				Use relative clauses (who, which, where, whose, when, that)
		Spelling	Spelling	Spelling
Spelling		Segment more challenging words (beyond their age-expected knowledge) accurately. Using their sight vocabulary and phonic knowledge to choose correct graphemes.	Spell words as accurately as possible using their knowledge of spellings e.g. taught spelling rules, visual memory, phonics	
		Spell some words from the Y3/ 4 spelling list, when used	Spell most words from the Y3/ 4 spelling list, when used	Spell most words from the Y3/ 4 spelling list) and some from the Y5 /6 spelling list, when used
		Distinguish between some homophones and near homophones encountered in Y3, and select appropriately. NC Appendix 1	Distinguish between most homophones and near homophones encountered so far (taught Y2- 4) and select appropriately. NC Appendix 1	Distinguish between most homophones and near homophones encountered so far (taught and from own wider reading) and select appropriately. NC Appendix 1
		Editing & Revising	Editing & Revising	Editing & Revising
Purple Pen	Editing	Find some of their own punctuation, grammar, spelling and capitalisation errors	Find most of their own punctuation, grammar, spelling and capitalisation errors	Find most of their own punctuation, grammar, spelling and capitalisation errors
		Re-read and edit in order to improve the quality of the piece e.g. word choice, grammar and sentence structure	Propose changes to grammar, sentence structure and vocabulary to improve consistency	Improve language/vocabulary/ sentence structure for sense, effect or to avoid unwanted repetition
		Begin to use a dictionary to self-correct the spelling of words	Use a dictionary to spell unknown words	Use a dictionary to check the spelling of words they mis-spell
	Revising	Make simple additions, revisions corrections to their own writing	After re-reading, revise writing to link and develop ideas coherently	Revise writing after re-reading to add reasons, provide examples or delete for clarification
		Handwriting	Handwriting	Handwriting
Handwriting		Use the diagonal and horizontal strokes needed to join some letters.	Use joins learnt, write with consistency in size and proportion of letters. Ensure downward strokes of letters are parallel and equidistant and lines are sufficiently spaced.	Handwriting is clear, fluent, uses the diagonal and horizontal strokes and know when to leave specific letters unjoined (b, f, g, j, p, s, x, y, z)
		Maintain a consistent formation and size of letters and appropriate spacing between words	Don't join letters which should not join.	
			Maintain consistency of joined legible style throughout a piece of work.	