

**Netherbrook Primary School**  
**Writing Assessment: Stage 4**

Composition				Transcription			
Vocabulary, Grammar and Punctuation <i>(see Appendix 2 NC 2014)</i>		Vocabulary, Grammar and Punctuation <i>(see Appendix 2 NC 2014)</i>		Composition		Composition	
1	Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i>	9	Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i> . <i>I was</i> instead of <i>I were</i> , <i>I did</i> instead of <i>I done</i> . <i>She saw it</i> instead of <i>she seen it</i> .	<b>Draft and write by:</b>		23	Use appropriate intonation, tone and volume to present their writing to a range of audiences.
				14	Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense		
2	Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i>	10	Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>	15	Planning and writing an opening paragraph which combines the introduction of a setting and character/s	24	Use further prefixes and suffixes and understand how to add them
						25	Spell further homophones
						26	Spell words that are often misspelt
3	Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i>	<b>Composition</b>		16	Organising paragraphs in narrative and non-fiction	27	Use the first three letters of a word to check its spelling in a dictionary
				17	Linking ideas within paragraphs e.g. <i>fronted adverbials for when/where</i>	28	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
4	Use commas to mark clauses in complex sentences	<b>Plan their writing by:</b>		18	Generating and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type	29	Learn to spell new words correctly and have plenty of practice in spelling them.
5	Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."	11	Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions			30	Understand how to place the apostrophe in words with irregular plurals e.g. <i>children's</i>
		6	Choose nouns or pronouns appropriately for clarity and cohesion and avoid repetition	12	Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing		
7	Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth.			13	Discussing and recording ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan</i>	19	Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing
		20	Discussing and proposing changes with partners and in small groups				
8	Explore, identify, collect and use preposition phrases e.g. "William talked to Tessa <i>in the car</i> ."			21	Improving writing in light of evaluation	32	Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</i>
				22	Perform own compositions for different audiences		

**Assessment Guidance**

Assessment Stage	4.1	4.2	4.3	4.4	4.5	4.6
Typical Attainment time	Late Oct	Mid Jan	Late Mar	Mid May	Late July	Late July
Approximate percentage of curriculum mastered	20%	40%	60%	80 – 85%	95 – 100%	Exceeding stage expectations