



Name: \_\_\_\_\_

Stage 4		Working Towards Age Expected	Working At Age Expected	Working At Greater Depth
Composition	Grammar Sentence Structure	<p>I am starting to use a mixture of grammatically accurate simple and compound sentences.</p> <p>I am starting to use a wider range of conjunctions including when, if, because, although, to extend my sentences.</p> <p>I can use of a range of sentence openers.</p> <p>I am starting to expand my noun phrases by using modifying adjectives, nouns, prepositions and phrases. (E.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair.')</p> <p>I ensure that the same tense is sustained throughout my writing.</p> <p>I can use the simple present tense in dialogue.</p> <p>I am starting to appropriately use pronouns, to avoid repetition.</p> <p>I am starting to use fronted adverbials. (E.g. Later that day, I heard the bad news.)</p> <p>I am starting to use an appropriate choice of pronouns or nouns, within and across my sentences, to aid cohesion and avoid repetition.</p> <p>My basic grammar is accurate but sometimes reflects the local spoken forms. (E.g. should have, would have.)</p>	<p>I can use a mixture of grammatically accurate simple and compound sentences.</p> <p>I can use a wide range of conjunctions to extend my sentences.</p> <p>I can use a wide and varied range of sentence openers.</p> <p>I can expand my noun phrases by using modifying adjectives, nouns, prepositions and phrases. (E.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair.')</p> <p>My choice of tense is consistently accurate and appropriate.</p> <p>I can use pronouns effectively to avoid repetition.</p> <p>I can use a range of fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p>I can use an appropriate choice of pronouns or nouns, within and across my sentences, to aid cohesion and avoid repetition.</p>	<p><b>My writing is consistently grammatically accurate, across the curriculum.</b></p> <p>I use a wide range of grammatically accurate sentences, with more than one clause.</p> <p>I use a wide and varied range of sentence openers independently.</p> <p>I expand my noun phrases by using modifying adjectives, nouns, prepositions and phrases.</p> <p>My choice of tense is accurate and consistent throughout my writing, across the curriculum.</p> <p>I use pronouns effectively to avoid repetition.</p> <p>I appropriately choose pronouns or nouns, within and across my sentences, to aid cohesion and avoid repetition.</p> <p>I competently use a wide range of fronted adverbials.</p> <p>My basic grammar is accurate, reflecting written standard English instead of local spoken forms. (E.g. should have, would have)</p>
	Punctuation	<p>I accurately use capital letters, full stops, question marks and exclamation marks but may still need prompting or editing.</p> <p>I am starting to use a comma after fronted adverbials.</p> <p>I can use inverted commas to show the beginning and end of direct speech.</p> <p>I can use apostrophes for singular possession accurately.</p> <p>I am starting to use apostrophes for plural possession.</p> <p>I am starting to use commas to mark phrases and clauses.</p>	<p>I can use capital letters, full stops, commas, question marks and exclamation marks accurately.</p> <p>I can use commas used after fronted adverbials.</p> <p>I use inverted commas and other punctuation accurately to indicate direct speech (E.g. a comma after reporting a clause, end punctuation within inverted commas).</p> <p>I can use apostrophes to mark singular and plural possession accurately.</p> <p>I can use commas to mark phrases and clauses in my sentences.</p>	<p><b>I confidently and consistently punctuate my writing accurately, across the curriculum.</b></p> <p>I use capital letters, full stops, commas, inverted commas, question marks and exclamation marks accurately and effectively.</p> <p>I use commas after fronted adverbials independently.</p> <p>I use commas to mark phrases and clauses, adding style and sophistication to my writing.</p> <p>I use apostrophes appropriately and independently.</p>
	Organisation Text Structure	<p>I write stories with a clear beginning, middle and ending.</p> <p>I am starting to create more detailed settings and characters, along with a coherent plot.</p> <p>I usually use paragraphs to organise my ideas around a theme.</p> <p>Most of the time, I consistently and appropriately use the correct structure of the chosen, non-narrative text type.</p> <p>In non-narrative texts, my structure usually includes an introduction, ordered sections and a brief conclusion, as well as other organisational devices.</p>	<p>My stories are written with a clear and developed beginning, middle and ending.</p> <p>I can create thoughtful and detailed settings and characters, along with a coherent plot.</p> <p>In my stories, the ending is well-developed and of an appropriate length.</p> <p>I use paragraphs effectively to organise ideas around a theme.</p> <p>I consistently and appropriately use the correct structure of the chosen non-narrative text type.</p> <p>In non-narrative texts, my structure includes an introduction, ordered sections and a thoughtful conclusion, as well as other organisational devices.</p>	<p>My story structure is well developed and the plot is well-paced.</p> <p>I use paragraphs effectively, adding cohesion to my writing and aiding the reader.</p> <p>I demonstrate the ability to plan and structure non-narrative texts appropriately, without the use of model.</p>
	Vocabulary	<p>My writing shows some evidence of a viewpoint. (E.g. use of authoritative voice or some evaluative comment, but may not be maintained)</p> <p>I am beginning to use a range of powerful verbs.</p> <p>I am beginning to modify my adjectives for emphasis.</p> <p>I am starting to use noun phrases, adverbs and adjectives to create variety and add interest to my writing.</p> <p>I am beginning to expand my noun phrases.</p>	<p>My writing shows evidence of an established viewpoint, although this may not be maintained.</p> <p>I am attempting to use technical and precise vocabulary in my non-narrative writing.</p> <p>I can use an increasingly wide range of powerful verbs.</p> <p>I can modify my adjectives for emphasis.</p> <p>I use noun phrases, adverbs and adjectives (some ambitious) to create variety and add interest to my writing.</p> <p>I can expand my noun phrases.</p> <p>I can use a thesaurus to select ambitious and effective vocabulary to make my writing more interesting.</p>	<p>I independently and consistently use thoughtful vocabulary that I know will have a 'desired' effect on my reader.</p> <p>My writing shows evidence of an established viewpoint.</p> <p>I consistently use technical and precise vocabulary in my non-narrative writing.</p> <p>I consistently use a wide range of powerful verbs and openers.</p> <p>I can expand my noun phrases effectively and carefully select powerful adverbs and adjectives to add detail, interest and emphasis to my writing.</p>
	Drafting and Editing	<p>I can, with support, proof-read and amend my own writing, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text.</p>	<p>I can independently proof-read and change my own writing, checking for accuracy of grammar, vocabulary and use of pronouns E.g. <i>spotting repetitious language, verb/subject disagreement or lapses in tense.</i></p>	<p>I can consistently and confidently proof-read and change my writing, checking for accuracy of grammar, vocabulary and use of pronouns.</p>
Transcription	Spelling	<p>I can use spelling rules from previous year groups accurately.</p> <p>I can apply some spelling rules and patterns for year 3 and 4. (English Appendix 1)</p> <p>I can spell further homophones.</p> <p>I can use the possessive apostrophe.</p> <p>I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>	<p>I can correctly apply most spelling rules and patterns for year 3 and 4. (English Appendix 1)</p> <p>I can use the first 2 or 3 letters of a word to check its spelling in a dictionary, with efficiency.</p>	<p>I can spell words that are exceptions to common spelling rules.</p> <p>I can demonstrate a deep understanding of a wide range of spelling rules and word families.</p>
	Handwriting	<p>I can use the diagonal and horizontal strokes needed to join letters.</p> <p>I can use joined handwriting and am beginning to develop my own style.</p>	<p>I can use the diagonal and horizontal strokes needed to join letters and understand which letters, when next to one another, are best left unjoined.</p> <p>I can use joined, neat handwriting and have developed my own style.</p>	<p>I maintain a neat, joined and consistent style of handwriting.</p>



**Mossley C.E.**  
Controlled Primary School

Stage 4 Assessment and Learning Grid

Name: