

St. Paul's Writing Assessment Sheet

Golden Thread (Ready to Progress Criteria) – linked to End of Key Stage 2 expectations

Year Four						
		Writing Piece:				
Purpose and Impact	<u>Ideas are developed in detail</u> <i>(e.g. stories: in-depth description, non-fiction: anecdotes, facts and reflections.)</i>					
	<u>Point of view is maintained throughout the work.</u>					
	<u>Include all the features of a genre/text type appropriately and consistently</u>					
	Create narratives that create intrigue <i>(e.g. suspense, cliff hangers)</i> Create non-fiction that is more complicated <i>(e.g. contrasting ideas, opinions)</i>					
Structure and Shape	<u>Structure and organise writing with a clear beginning, middle and end.</u>					
	<u>Write sentences that are developed on from previous sentences to form a group of connected/ related ideas.</u>					
	<u>Start a new paragraph to organise ideas around a theme.</u>					
	<u>Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</u>					
	Openings signalled in narrative and non-fiction with content to capture reader's interest.					
	Closings signalled in narrative that is dramatic or link back to opening and in non-fiction is strong/ draw conclusions					
Sentence Structure	Ask rhetorical questions to heighten reader engagement <i>e.g. Can we honestly believe...?</i>					
	<u>Use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases)</u> <i>e.g. The strict geography teacher with slick, black hair</i>					
Tense	<u>Use standard English verb inflections</u> <i>e.g. 'we were...' , 'I did...' (instead of local spoken forms such as 'we was...' , 'I done...')</i>					
Conjunctions/ Complex Sentences	<u>Use a widening range of conjunctions</u> <i>e.g. while, so, although.</i>					
	<u>Use more complicated conjunctions that set up contrast or relationships</u> <i>e.g. despite, nevertheless, consequently</i>					
Writerly Techniques	<u>Use the word 'as' to build a simile</u> <i>e.g. the train was as slow as a hearse</i> <u>Use metaphor to create vivid images in the reader's mind.</u>					
Vocabulary	<u>Make language choices that are interesting and varied</u>					
Adverbs/ Adverbial Phrases	<u>Use 'where' adverbial phrases in fronted position in sentences</u> <i>e.g. At the seaside, Janice fed the seagulls.</i>					
	<u>Use 'how' 'ly' adverbs and 'ing' adverbial phrases in fronted position in sentences</u> <i>e.g. Rushing against the clock, Jack knew it would be difficult</i>					
Punctuation	<u>Correct use of inverted commas and other punctuation to indicate direct speech (comma after reporting clause, end punctuation within commas)</u> <i>e.g. The teacher screamed, "Be quiet!"</i>					
	<u>Use apostrophes to mark plural possession</u> <i>e.g. The boy's name, the boys' names</i>					
	<u>Use a comma after a fronted adverbial</u>					
Spelling and Word Structure	Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words.					
	Distinguish between the spelling of common homophones.					
	Show though '-s' and punctuation the grammatical difference between plural and possessive					
	<u>Spell correctly most words from the Year 3/ 4 spelling list.</u>					
Handwriting and Presentation	<u>Show consistency in style ensuring that the downstrokes of letters are parallel and equidistant</u>					
	<u>Avoid ascenders and descenders touching each other from one line to the next.</u>					