**Assessment Criteria**

**Writing Stage 4**

<table>
<thead>
<tr>
<th>Essential entry level to Stage 4 (Y4): Class Name: Assessed work should be written independently (unsupported) in one or two sittings and edits should be child-initiated.</th>
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<tbody>
<tr>
<td>Most elements of stage 3 must be evident.</td>
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<tr>
<td>Can produce a side or more of A4 writing appropriate to their age that is clear and coherent with strong features.</td>
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<tr>
<td>Punctuation and capital letters must be almost accurate.</td>
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**Transcription:**

1. Use further prefixes and suffixes and understand how to add them (*Sp 4:1-4:10; GH 4:1,2*)
   
   *eg anit, sub, inter, ing*

2. Spell most simple and some further homophones (*Sp 4:19-4:20; GH 4:3,4*)
   
   *eg throne thrown grown groan were where there their*

3. Spell most words that are on the Y3.4 spelling list correctly within written work. *Spell HFW and KS1 words mainly correctly*

4. To use the word a or an accordingly within written work

**Transcription: Handwriting**

5. **Cursive handwriting.** Increase the legibility, consistency and quality of their handwriting (*lines of writing are spaced so that ascenders and descenders of letters do not touch*)

**Writing: Composition**

6. Organise paragraphs around a theme correctly. In non-narrative material, using simple organisational devices such as headings and sub-headings (*text type prompts and planning scaffolds LKS2*)

7. Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements, changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (*up-stage’ prompts LKS2*). 
   
   *Evidence of independent proof reading and self-correcting needed within written work*

**Writing: Vocabulary, Grammar and Punctuation**

8. To use capital letters and full stops mostly correct. *To use a range of punctuation within a text – exclamation mark, question mark, commas. Must see evidence of these within the written text.*

9. To use commas in a list. Begin to use commas to create atmosphere.

10. *Use apostrophe for contraction. eg I’ll. He’s*

11. Use plural and possessive –s. Indicate possession by using the possessive apostrophe *Sally’s new bag*

12. Extend the range of sentences with more than one clause by using a wider range of *conjunctons, adverbs or prepositions with correct punctuation* (*GH 4:10-13,16,17,21*)
   
   *eg although, next, meanwhile, after a while*

13. Use conjunctions, adverbs and prepositions to *express time and cause* (*GH 4:16,17*)
   
   *eg following that, a little while later*

14. Use prepositions to add detail eg below, besides, beneath

15. Use fronted *adverbials followed by commas* (*GH 4:20,21*)
   
   *eg The very next day, the children met …*

16. Use and punctuate direct speech using inverted commas and end punctuation within *inverted commas* (*GH 4:24,25*)

17. Can write with increasing stamina in one sitting to produce at least an A4 side

18. Learn and understand the grammar and grammatical terminology for Stage 3.4: *Y3:inverted commas, preposition, conjunction, prefix, direct speech, consonant, vowel, inverted commas Y4: determiner, pronoun, adverbial, suffix*

**Completed entry requirements for Stage 4R Ready+**

<table>
<thead>
<tr>
<th>4+: St4E</th>
<th>10+ St 4D</th>
<th>13+ St 4S</th>
<th>14+ exceeding SSR ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>Developing</td>
<td>Secure</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td>60%</td>
<td>80%</td>
<td>85%</td>
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