**Writing Performance Indicators**

**Pupil/s:**

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| **Year 4** | **Emerging** | **Developing** | **Secure** |
| **Composition**  **(planning)** | Plans extended writing by using new vocabulary drawn from reading and discussion when discussing or recording ideas and uses planning models and scaffolds, especially when planning unfamiliar forms of writing. | Plans extended writing by using vocabulary and grammar that is beginning to be influenced by other writers when discussing or recording ideas, and may benefit from rehearsing sentences orally when planning dialogue. | Plans extended written pieces using vocabulary and grammar influenced by other writers when discussing and recording ideas and uses planning models with increasing effectiveness. |
| **Composition**  **(drafting )** | Produces a variety of written pieces of narrative, non-fiction and poetry with an increasing understanding of audience and purpose as part of their work within English and across the curriculum that demonstrates an understanding of the features of selected form  Uses some ambitious vocabulary, e.g. interesting verbs or adverbials. Varies sentence structure by using a wide range of single clause, co-ordinating and subordinating multi-clause sentences, with varied conjunctions. | Produces a variety of written pieces of narrative, non-fiction and poetry with an understanding of audience and purpose as part of their work within English and across the curriculum that demonstrates increasing understanding of selected form.  Varies vocabulary, making ambitious choices of most word-classes and begins to use a range of sentence structures, some chosen for effect. | Produces an increasingly wide variety of written pieces of narrative, non-fiction and poetry with a clear understanding of audience and purpose as part of their work within English and across the curriculum that demonstrates a clear understanding of selected form.  Starts to make some deliberate choices of vocabulary and uses an increasing range of sentence structures, including a wide range of subordinating conjunctions to create multi-clause sentences |
| **Composition**  **(reviewing)** | Proof-reads for grammatical, spelling and punctuation errors making some amendments where needed.  Reads aloud their own writing, to a group or the whole class, using some varied intonation and starts to vary the volume. | Proof-reads for grammatical, spelling and punctuation errors making some amendments where needed, e.g. tense, punctuation, adverbials and knowledge of spelling.  Reads aloud their own writing, to a group or the whole class, using varied intonation and starts to vary the tone and volume so that the meaning is clear. | Proof-reads for errors making amendments where needed, based upon their understanding of grammar, sentence structure, punctuation, vocabulary and spelling and including increasingly accurate use of pronouns in sentences.  Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
| **Grammar** | Starts to use the standard English forms for verb inflections, when prompted or modelled.  Starts to create noun phrases using prepositional phrases with support, e.g. with brown, curly hair.  Uses the correct form of past and present tense, And sometimes uses progressive and some present perfect in writing, though may make some errors.  Expresses time, place and cause using conjunctions, e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions e.g., before, after, during, in, because of.  Uses adverbials (phrases and clauses) to sequence time, identify place or describe manner, e.g. later on, in the garden, without warning.  Organises paragraphs around a theme in both fiction and non fiction written outcomes, but may rely heavily on writing plans to do this.  Uses the correct grammatical terminology for Years 1, 2 and 3 (as identified in the Appendix 2 of the National Curriculum) e.g. when discussing and evaluating writing. | Starts to use the standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.  Creates noun phrases using prepositional phrases, e.g. the stranger with brown, curly hair.  Uses the correct form of past and present tense, including progressive and some present perfect in most writing.  Expresses time, place and cause using an increasing variety of conjunctions, adverbs and prepositions.  Starts to create cohesion by using a wide range of adverbials (phrases and clauses) to sequence time, identify place or describe manner and starts to use pronouns to avoid repetition of nouns.  Organises paragraphs around a theme in both fiction and non fiction written outcomes. Starts to use simple organisational devices in non-narrative material, e.g. headings and subheadings.  Uses the correct grammatical terminology for Years 1, 2 and 3 as well as some from Year 4 (as identified in the Appendix 2 of the National Curriculum) e.g. when discussing and evaluating writing. | Uses the standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.  Creates noun phrases in a variety of ways, e.g. using prepositional phrases or joining pairs of nouns with prepositions, e.g. the doves of peace.  Writes using a variety of verb tenses appropriate to form, e.g. progressive, present perfect, simple past and present.  Expresses time, place and cause by using a wide variety of conjunctions, adverbs and prepositions.  Creates cohesion by using a wide range of adverbials (phrases and clauses) to sequence time, identify place or describe manner and uses pronouns to avoid repetition of nouns.  Sentences about similar topics are mostly grouped together in simple paragraphs in fiction and non-fiction. Narratives are linked by choices of characters, settings and plotlines. Some organisational devices are used in non-narrative writing, e.g. subheadings.  Uses the correct grammatical terminology for Years 1, 2, 3 and 4 (as identified in the Appendix 2 of the National Curriculum) e.g. when discussing and evaluating writing: determiner, pronoun, possessive pronoun, adverbial. |
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| **Punctuation** | Uses a range of punctuation mostly correctly, including full stops, commas to separate items in lists, exclamation and question marks and apostrophes for contractions and singular possession in nouns.  Sometimes follows a fronted adverbial with a comma, when prompted.  Uses inverted commas, with support, in some writing.  Understands and applies the difference between plural and possessive –s. Places the possessive apostrophe in words with regular plurals [for example, girls,' boys']. | Uses a range of punctuation mostly correctly, including full stops, commas to separate items in lists, exclamation and question marks and apostrophes for contractions and singular possession in nouns.  Sometimes follows a fronted adverbial with a comma.  Uses inverted commas to punctuate direct speech, mostly accurately.  Starts to place the apostrophe correctly in nouns with irregular plurals, e.g. children’s. | Uses a range of punctuation correctly, including full stops, commas to separate items in lists, exclamation and question marks and apostrophes for contractions and singular possession in nouns and apostrophes to mark plural possession, sometimes used correctly.  Follows a fronted adverbial with a comma.  Uses inverted commas mostly accurately and places a comma after a reporting clause to punctuate direct speech, with support.  Places the apostrophe correctly in nouns with irregular plurals, e.g. children’s. |

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| **Year 4** | | **Emerging** | **Developing** | **Secure** |
| **Transcrption** | **Spelling** | Uses the spelling rules for Year 1, 2 and 3 (as identified in Appendix 1 of the National Curriculum) accurately. Spells many words from the Year 3 and 4 word list (Appendix 1). Starts to use the first letters of a word to check its spelling and meaning.  Begins to identify root words to help identify a word's meaning | Uses the spelling rules for Year 1, 2 and 3 as well as some of the spelling rules for Year 4, (as identified in Appendix 1 of the National Curriculum) accurately. Spells most words from the Year 3 and 4 word list (Appendix 1). Starts to use the first three letters of a word to check its spelling and meaning.  Begins to spell correctly some commonly misspelt words (English Appendix 1). Identifies root words to help understand a word's meaning and to support spelling. | Uses the spelling rules for Years 1, 2, 3 and 4, (as identified in Appendix 1 of the National Curriculum) accurately. Spells almost all words from the Year 3 and 4 word list (Appendix 1). Uses the first three letters of a word to check its spelling and meaning.  Spells correctly some commonly misspelt words (English Appendix 1). Uses understanding of word families and root words to spell correctly words related in form and meaning |
| **Handwriting** | Almost always appropriately and consistently spaces words in relation to the size of the letters.  Words are always appropriately and consistently spaced in relation to the size of the letters. Diagonal and horizontal strokes are used consistently to join letters with an understanding that some adjacent letters may be best left un-joined. | Always appropriately and consistently spaces words in relation to the size of the letters.  Uses diagonal and horizontal strokes consistently to join letters with an understanding that some adjacent letters may be best left un-joined. | Writes legibly, consistently and with increasing quality (e.g. ascenders and descenders do not cross).  Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. |

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| **Mastery** |
| • Demonstrates application of writing composition, grammatical devices and accurate spelling within a wide range of sustained writing across all areas of the curriculum that include sufficient detail to engage readers' interest throughout.  • Writes avidly, willingly and for pleasure.  • Evaluates and reflects upon own writing, including composition, grammar, punctuation and spelling, and makes changes that improve the effect upon the chosen audience.  • Starts to make deliberate choices about text form with an increasing understanding of audience and purpose.  • Applies grammatical, punctuation and spelling knowledge with increasing confidence across most writing, choosing appropriate tools to build and manipulate multiple effects that are considered and controlled.  • Identifies independently new spelling and grammatical rules and can apply these to new words and sentences, including identification of rule-breakers.  • Demonstrates an increasing command of vocabulary and uses a controlled range of appropriate language that show a ‘writer’s voice’. |