

**Standards in Writing : YEAR FOUR**

**Taken from Chris Quigley's Depth of Learning and adapted to meet the needs of Ashdene Primary School.**



<b>Standard</b>	<b>Cognitive Challenge</b>	<b>Nature of Progress</b>	<b>Typically Pupils Will...</b>	<b>Predominant Teaching Style</b>
<b>Working Towards Expected Standard (WT)</b>	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
<b>Working at Expected Standard (WA)</b>	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
<b>Exceeding/Working in Greater Depth</b>	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring



## Assessment criteria for Writing: YEAR FOUR

**Note:** Independently or ‘without support’ means – Choosing to by oneself not when asked.

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some evidence of some of the WA indicators seen	Working At The Expected Standard ( WA) Most of the following features will be seen.	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen.
<b>Composition</b>				
To write with purpose	Use the main features of a type of writing (identified in reading).	Writing frames or similar support are used.	The main features of the type of writing are applied.	The main features of a type of writing are generally applied without prompts.
	Use techniques used by authors to create characters and settings.	When help is provided, character descriptions are generally focused on appearance rather than character traits.  When help is provided, settings are generally described in terms of what can be seen.	Character descriptions include some character traits. Descriptions of settings include an attempt to capture or suggest mood.	Character descriptions include a mixture of appearance and action to convey the nature of the character. Settings are generally conveyed well in terms of appearance, atmosphere and mood.
To use imaginative description	Create characters, settings and plots.	When help is provided, basic characters, settings and plots are developed.	Characters, settings and plots are generally well developed to create a coherent narrative.	Characters and settings are both described well. Plausible plots are developed and sustained throughout the narrative.
	Use alliteration effectively.	When encouragement is given, alliteration is used.	Alliteration is used effectively.	Well-chosen descriptive phrases, including alliteration are used.
	Use similes effectively.	When encouragement is given, similes are used.	Similes are used effectively.	Well-chosen descriptive phrases, including similes are used.
	Use a range of descriptive phrases including some collective nouns.	When encouragement is given, some descriptive phrases are used.	Some descriptive phrases, including the use of collective nouns are included.	Well-chosen descriptive phrases, including the imaginative use of collective nouns, are used.
To organise writing appropriately	Use organisational devices such as headings and subheadings.	When writing frames or similar support are provided, organisational features are used.	Organisational devices are used effectively.	Organisational devices are generally used effectively.

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some evidence of some of the WA indicators seen	Working At The Expected Standard ( WA) Most of the following features will be seen.	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen.
	Use the perfect form of verbs to mark relationships of time and cause, for example, present perfect: She has arrived. Past perfect: By the time we arrived at the party, it had ended. Future perfect: By the time we arrive, the party will have ended.	When help is provided, the perfect forms of verbs are used appropriately with the correct endings of past participles for regular (-ed) verbs.	The perfect forms of verbs are used in conjunction with appropriate past participle endings for both regular and some irregular verbs. For example, (She has become; Over the years she became; By the time she was eleven she had become.)	The perfect forms of verbs are used effectively to show when an event happens. An understanding is demonstrated of how time shifts may be created through the use of language.
	Use connectives that signal time, shift attention, inject suspense and shift the setting.	When a framework or examples are provided, connectives are used.	A range of connectives and effective choices are generally made.	A good range of connectives is used to convey the passing of time, to inject suspense and to shift attention.
To use paragraphs	Organise paragraphs around a theme.	When examples are provided, paragraphs focus on a theme.	Paragraphs are well organised around a theme.	A theme is clearly introduced and developed, and remains consistent throughout each paragraph.
	Sequence paragraphs.	An attempt to create a logical sequence for paragraphs can be seen.	Paragraphs have a logical order although there may be some examples of paragraphs out of logical sequence.	A clear and logical sequence of paragraphs is evident.
To use sentences appropriately	Use a mixture of simple, compound and complex sentences.	When help is provided, writing includes a mixture of sentence types.	An effective mixture of sentence types is used.	Writing demonstrates well-chosen and correctly punctuated sentence types.
	Write sentences that include: conjunctions, adverbs, direct speech; are punctuated correctly; use clauses and adverbial phrases.	Some of the features listed are used in writing.	Most of the features listed are used in writing.	Sentences include all of the features listed, as appropriate for the type of writing. Direct speech is almost always punctuated correctly.
<b>Transcription</b>				
To present neatly	Join letters, deciding which letters are best left un-joined.	Writing is beginning to be joined appropriately.	Writing generally shows appropriately and consistently joined letters.	Writing almost always shows fluent, joined letters.
	Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.	Writing is beginning to show parallel downstrokes and appropriate spacing.	Writing generally shows accurate spacing and well-formed letters.	Writing is easy to read due to clear and thoughtful spacing and parallel downstrokes.
To spell correctly	Use prefixes and suffixes, and understand how to add them.	When examples are provided, prefixes and suffixes are used.	Prefixes and suffixes are often used.	Well-chosen prefixes and suffixes are used correctly.
	Spell homophones correctly.	Some homophones are used correctly, while others may be misused.	Most homophones are used correctly.	Almost all homophones are used correctly.

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some evidence of some of the WA indicators seen	Working At The Expected Standard ( WA) Most of the following features will be seen.	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen.
	Spell correctly often misspelled words.			
	Place the possessive apostrophe in words with regular and irregular plurals.	When guidance is provided, the possessive apostrophe is used for regular plurals.	The possessive apostrophe for both regular and irregular plurals is used.	The possessive apostrophe for both regular and irregular plurals is used accurately and consistently.
To punctuate accurately	Use commas after fronted adverbials.	When examples are provided, sentences that begin with an adverb are correctly punctuated. (For example: Unexpectedly, there was a loud knock at the door.)	Fronted adverbials are correctly punctuated.	Fronted adverbials are correctly punctuated.
	Use and punctuate direct speech.	When guidance is provided, direct speech is contained within speech marks (inverted commas).	Direct speech is generally contained within speech marks. Capital letters are generally used for the first letter of the first word of each sentence within the speech marks. Direct speech is separated from the rest of the sentence, usually by a comma. (For example: Dad said softly, "Please sit down.")	In addition to the fluent use of speech punctuation as outlined in 'Advanced', the following is used and applied correctly: When breaking direct speech up, by inserting information about who is speaking, capital letters for the first word inside the second set of speech marks are not used. (For example: "If you think you can speak to me like that," she said, "you had better think again!"
<b>Analysis and Presentation</b>				
To analyse writing	Use and understand grammatical terminology when discussing reading and writing: Year 3, word family, conjunction, adverb, preposition, direct speech, speech marks (inverted commas), prefix, consonant, vowel, clause, subordinate clause.  Year 4, pronoun, possessive pronoun, adverbial	The use of Year 3 terminology is growing and applied in most cases.	The use of Year 3 terminology is fluently applied and some of the Year 4 terminology is understood and used.	The Year 3 and 4 terminology is fluently applied throughout a range of reading and writing activities.
To present writing	Read aloud to a group or whole class, using appropriate intonation.	When encouragement and support are provided, presentations are beginning to show confidence and appropriate intonation.	Appropriate intonation is attempted in most cases.	Presentation is articulate and intonation, pace and variation in volume show a good awareness of the audience.