

Green Lane CE Primary School 2018-19 Writing: Stage 4

Name:		Class:	Year:	Date	Date	Date
Starting Level:	Target:	End Level:				
<b>Transcription – evidenced in phonics and basic skill sessions</b>						
<u>I can usually correctly spell words from appendix 2 of the national curriculum document.</u>						
I can explain the meaning of most prefixes: <i>e.g. un-, dis-, mis-, in-, il-, im-, re-, sub-</i>						
I can correctly spell words where suffixes beginning with vowels letters are added to words of more than one syllable.						
<u>I can find words in a dictionary to accurately check my own spellings.</u>						
<u>I can remember and write a sentence said by my teacher accurately applying newly taught spelling patterns and punctuation.</u>						
<b>Handwriting and Presentation – evidenced in literacy books and during literacy lessons</b>						
<u>I can produce consistent, good quality cursive handwriting by: ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</u>						
<b>Composition – evidenced in literacy books and during literacy lessons</b>						
I can identify and name key <b>features</b> of a text type and describe a context/scenario for using it.						
I can take <b>notes</b> during discussions and use them later in my writing.						
I can, independently, compose and orally rehearse sentences incorporating new vocabulary.						
I can independently plan <b>narrative</b> and non-fiction ( <b>letters, diaries, non-chronological reports, instructions, news reports</b> ) texts into paragraphs before I begin to write.						
<u>I know how to demarcate <b>paragraphs</b> on the page on the page and do this in my writing, using time sequencers and other cohesion devices (<b>In a flash...</b>) in narrative writing and signposting in non-fiction (<b>In this paragraph we will discuss...</b>)</u>						
<u>I can describe settings and characters using <b>similes</b> (<b>He was as scared as a mouse being chased by a lion</b>) and some attempts at <b>personification</b> to describe feelings (<b>Fear touched his heart.</b>).</u>						
I can put related information together and write an <b>engaging main heading</b> for the text and relevant <b>sub headings</b> for each paragraph.						
I can accurately assess my own and others' writing and make improvements. <b>Proof reading</b> and amending writing.						
I can read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation.						
<b>Vocabulary, grammar and punctuation – evidenced in literacy books and during literacy lessons</b>						
I can choose and correctly use nouns and pronouns to avoid repetition.						
<u>I can use a wide range of subordination conjunctions (<b>connectives</b>) at the beginning and within sentences to add detail: including <b>when, if, because, although, however</b> (punctuating with a comma before the connective when appropriate).</u>						
<u>I use the correct verb tense.</u>						
<u>I am using punctuation correctly, including <b>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes</b>. Understanding how to use colons and semi colons.</u>						
I can use a or an correctly.						
I can use <b>inverted commas</b> and other punctuation to indicate direct speech.						
<u>I can use <b>apostrophes</b> for contraction and plural possession. (<i>The dog's kennel; the dogs' kennel</i>)</u>						
<u>I can confidently start a sentence with an <b>adverb</b> (ly); using commas after fronted adverbials where appropriate.</u>						

<p><b>4B</b> Working <b>BELOW</b> 0 – 2 <b>4B+</b> <b>BELOW</b> <b>WORKING</b> <b>TOWARDS</b> 3 – 5</p>	<p><b>4W</b> <b>WORKING TOWARDS</b> National Standard 6 – 13</p>	<p><b>4W+</b> <b>WORKING AT THE NATIONAL</b> <b>STANDARD</b> Must include all underlined KO's 14 – 17</p>	<p><b>4S</b> <b>SECURELY WORKING AT</b> <b>NATIONAL STANDARD</b> Must include all underlined KO's 18 – 21</p>	<p><b>4S+</b> <b>SHOWING</b> <b>GREATER</b> <b>DEPTH</b> 22 - 23</p>
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