

<h1>End of Stage 4</h1>	Assessment of Writing:		<b>Most:</b> occasional errors <b>Many:</b> more right than wrong <b>Some:</b> on occasion but not consistent or frequent			
	<ul style="list-style-type: none"> <li>- Independent writing</li> <li>- Ensure a range of genres</li> <li>- Include date &amp; book (if not in English e.g. LCC) of evidence next to each objective</li> </ul>					
<b>Pupils can:</b>						
<b>Working towards the expected standard for Stage 4</b>						
• draft and write narratives creating settings, characters and plots						
• draft and write non-narrative material using headings and subheadings.						
• demarcate many (60%) sentences with:	capital letters					
	full stops					
	question marks					
	exclamation marks					
• spell many (60%) words from the year 3 and 4 word list correctly						
• write most (90%) capital letters and digits of correct orientation and size compared to lower case letters						
<b>Working at the expected standard for Stage 4</b>						
• draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose						
• draft and write non-narrative material that shows awareness of audience and purpose						
• where appropriate begin to organise some (30%) writing into paragraphs around a theme						
• proof read for spelling and punctuation errors						
• demarcate most (90%) sentences with:	capital letters and full stops					
	question marks					
	exclamation marks					
• use fronted adverbials accurately most (90%) of the time (time/where/how)						
• examples of comma use after fronted adverbial (time/where/how) are accurate on many (90%) occasions						
• mostly (90%) accurate use of verb forms taught (use we were/ instead of we was)						
• many (60%) examples of correct punctuation:	inverted commas for speech					
	apostrophe for singular possession					
• spell many (60%) words correctly (Y3-4)						
• use the diagonal and horizontal strokes needed to join in some (30%) sections of their writing*						
• write most (90%) capital letters of correct orientation and size compared to lower case letters						
<b>Working at greater depth within the expected standard for Stage 4</b>						
• write effectively and coherently for a range of purposes and audiences, using a varied and rich vocabulary and an increasing range of sentence structures						
• use the full range of punctuation taught in Y3 and 4 mostly (90%) correct, including:	inverted commas for speech					
	apostrophes for plural possession					
	commas after fronted adverbials					
• make appropriate choices of when to use standard and non-standard forms of English (e.g writing dialogue for characters)						
• mostly (90%) correct use of paragraphs to organise and structure						
• produce mostly (90%) legible joined handwriting*						

\* Teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's overall attainment being made (evidenced through individual provision).