



**Band 4 Writing**  
**Willow Wood Primary School Assessment Guidelines**

Pupil Name \_\_\_\_\_

Sentences	Punctuation	Text Structure & Organisation	Composition	Vocabulary	Drafting & Editing
AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 - how to plan, revise & evaluate writing
<p><b>Across a range of independent writing</b></p> <p>Some variation in sentence structure through a range of openings e.g. some time later, our gang or speech.</p> <p>Sentences are mostly grammatically sound e.g. security of tense &amp; person</p> <p><b>Use fronted adverbials</b> e.g. later that day, I heard the bad news</p> <p><b>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</b> e.g. the strict maths teacher with the curly hair</p> <p><b>Use standard English forms for verb inflections instead of local spoken forms (Geordie)</b> e.g. we were instead of we was or I did instead of I done</p> <p>use and understand the grammatical terminology: determiner, pronoun, possessive pronoun, adverbial</p>	<p><b>Across a range of independent writing</b></p> <p>Sentences generally demarcated accurately throughout text.</p> <p><b>Use inverted commas and other punctuation to indicate direct speech</b> e.g. a comma after the reporting clause and punctuation within inverted commas e.g. The conductor shouted, “Sit down!”</p> <p>Punctuate bullets consistently</p> <p><b>Use commas after fronted adverbials</b></p> <p><b>Use apostrophes to mark plural possession</b> e.g. the girl’s name / the girls’ names</p> <p>Understand the difference between the plural and the possessive ‘s’</p>	<p><b>Across a range of independent writing</b></p> <p><b>Draft and write by organising paragraphs around a theme</b></p> <p><b>Use paragraphs to organise ideas around a theme</b></p> <p>Ideas or material generally in logical sequence but overall direction of writing not always clearly signalled</p> <p>Ideas are organised simply with a fitting opening and closing, sometimes linked</p> <p><b>Make the appropriate choice of pronoun or noun, within or across sentences, to aid cohesion and avoid repetition</b></p> <p><b>Draft and write non-narrative material using simple organisational devices</b></p>	<p><b>Across a range of independent writing</b></p> <p>Main purpose of writing is clear &amp; incorporates relevant content to inform or engage reader.</p> <p>Can write independently using features that are appropriate to the task</p> <p>Some ideas and material developed in detail e.g. descriptions elaborated by adverbial &amp; noun phrases. Ideas may be adapted beyond task prompt</p> <p>Straightforward viewpoint generally established and maintained. Contrasting opinions may be presented &amp; some use of expert comment may be used to suggest credibility e.g. writing in role as a scientist.</p> <p>Some use of stylistic features support purpose e.g. use of similes.</p> <p>In writing narratives, consider how authors have developed characters &amp; setting in what pupils have read, listened to or seen performed e.g. flashbacks.</p> <p><b>In narratives, describe settings, characters &amp; atmosphere, integrating dialogue to convey character &amp; advance the action.</b></p>	<p><b>Across a range of independent writing</b></p> <p>Some deliberate selection of phrases &amp; vocabulary choices (e.g. technical terminology or vivid language such as poisonous or nobly - see spelling &amp; word list)</p> <p>Progressively build a varied and rich vocabulary e.g. crescent, spontaneous</p>	<p>Plan their writing by discussing writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan their writing by discussing and recording ideas</p> <p>Draft and write by composing sentences orally, including dialogue, building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2</p> <p>Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvement</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p> <p>Confidently read their writing aloud to a group or the whole class using appropriate intonation and controlling tone and volume so that the meaning is clear</p> <p>Proof-read for spelling &amp; punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of commas for fronted adverbials</p>



## Band 4 Writing

Genres to be covered across the year (Please highlight / tick when they have been covered)	Description	Recounts	Poetry	Information	Non-chronological reports	Explanation	Persuasion	Narrative
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### Spelling

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals (for example boys' girls') and in words with irregular plurals (for examples children's)
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far