

STEBBING PRIMARY SCHOOL – BAND 4 WRITING ASSESSMENT

Pupil Name..... Year Group Assessment Year.....

Text Type:																			
Date:																			
Can write in a lively and coherent style.																			
Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If any other genre, it can be as pupils will already know those three.																			
Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').																			
Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).																			
Can use a wide range of punctuation mainly accurately:	Full Stops																		
	Capital Letters																		
	Question Marks																		
	Exclamation Marks																		
	Apostrophes																		
Commas																			
Can write neatly, legibly and accurately, usually maintaining a joined style.																			
Can use more sophisticated connectives, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).																			
Can use links to show time and cause.																			
Can open sentences in a wide range of ways for interest and impact.																			
Can use paragraphs although may not always be accurate.																			
Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).																			
Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun - 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...'; subordinate clauses - 'I felt better when...').																			
Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.																			
Can use nouns, pronouns and tenses accurately and consistently throughout.																			
Can use apostrophes and / or inverted commas, mainly accurately (If direct speech is not appropriate to the task, apostrophes alone can score the tick).																			
Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.																			
Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera).																			
Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...').																			
Can develop ideas in creative and interesting ways.																			
AUTUMN				SPRING								SUMMER							

Listed in approximate hierarchy. For assessment, however, please use a 'best fit' approach.

BAND 4 WRITING APPENDIX

- Build an image
- Use metaphor
- Show emotion in writing
- Use '3_ed' sentences e.g. Confused, worried and bewildered, they peered through the trees
- Add emotion starters e.g. Ecstatic, she waved her exam results in the air
- Add fronted adverbials e.g. Shaking with rage, she banged on the door
- Address questions directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. Would you have agreed to such a thing?
- Use powerful verbs for speech
- Add more exact adjectives for colours e.g. russet
- Add ing and ed adjectives e.g. the swooping seagull
- Write in third person objective (the facts are reported by a seemingly neutral, impersonal observer or recorder)
- Remember the 'show don't tell' rule
- Build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.

Banding guidance

	Working Towards the Expected Standard (WTS)	Working at the Expected Standard (EXS)	Working at Greater Depth (GDS)
Assessment (Out of 24)	5-11	12-19	20-24

- Once a statement has been ticked twice, this statement can be highlighted in the appropriate colour to show that this has been evidenced twice.
- If a child is performing below 'Working Towards', it is suggested that they are assessed on the previous banding writing assessment to provide more accurate assessment.
- It is suggested that teachers use the writing appendix to help inform them when arriving at a banding.
- Use the following table to monitor the statements achieved throughout the year.

Please use the following codes when recording bandings:

- **WTS** – for children who are working at the expected standard.
- **EXS** – for children who are working at the expected standard.
- **GDS** – for children who are working at greater depth.

	End of previous year assessment	AUTUMN	SPRING	SUMMER
Statements Highlighted				
Banding				