HfL Assessment Criteria for Phase B Steps 4/5/6 (based on curriculum expectations for Year 4)
Writing across a range of texts - Composition

Effect on audience

- **writes in a range of genre/forms, taking account of different audiences and purposes**
- **evaluates the effectiveness of own and others' writing and suggest improvements**
- **includes descriptive detail and makes writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor** e.g. 'The tropical forest with its dense canopy…, '…eyes of fire…'
- **sequences events clearly and shows how one event leads to another using appropriate conjunctions and adverbials**
- **develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters**
- **includes character descriptions designed to provoke a particular feeling in the reader** *e.g. sympathy or dislike*
- **organises or categorises information based on notes from several sources**
- **uses techniques to get the reader on side i.e. addresses them to engage or influence**
- imitates authorial techniques gathered from the reading of age-appropriate texts
- includes details expressed in ways that engage the reader *e.g. 'Girls with flowing scarves danced to the…' 'Underfoot, the forest floor is teeming with life.'*
- **evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy**

Uses the grammatical terminology when discussing their writing: determiner, pronoun, possessive pronoun, adverbial.
Continues to use terminology from previous year groups.

Sentence structure and punctuation	Text organisation
uses single clause sentences and multi-clause sentences (using coordinating conjunctions), and multi-clause sentences (using subordinating conjunctions) broadly accurately **uses Standard English forms for verb inflections instead of local spoken forms** *e.g. we were* instead of *we was*, or *I did* instead of *I done* **uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases** *e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair'* **uses fronted adverbials** *e.g. <u>Later that day</u>, I heard the bad news* **uses inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas** *e.g. The conductor shouted, "Sit down!"* **selects appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition** - uses apostrophes to mark plural possession *e.g. the girl's name, the girls' names* - uses commas after fronted adverbials **proof reads for spelling and punctuation errors**	**uses paragraphs to organise ideas around a theme**. **groups information, often moving from general to more specific detail and examples or elaborations** - paragraphs shift to indicate a change in setting, character, time rather than simply reflecting stages in planning - uses a new line for a new speaker when writing direct speech - organises or categorises information based on notes from several sources - imitates poetic structures studied

Herts for Learning

Writing across a range of texts   -   Transcription

Handwriting

- **securing the use of the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined**

- **increases the legibility, consistency and quality of handwriting** *e.g. 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*

Spelling

- **spells most words relating to the Y3/4 curriculum statements and word lists correctly, after independent proof-reading**

- **spells most words relating to the statements from previous year groups correctly, after independent proof-reading**

Please refer to additional spelling guidance at the end of this document.

Evidence of none or just a few of these skills – refer to B1/2/3 sheet	**Entering** (some of these aspects secure, or occasional evidence across most skills) = **B3**	**Developing** (many of these aspects secure, or more frequent evidence across most skills) = **B4**	**Securing** (most of these aspects secure most of the time) = **B5**	**Deepening** (almost all of these aspects secure) = **B6**	All aspects secure, now going 'broader and deeper' = **B+**

Please refer to the introduction to this document for further guidance about making judgements for tracking progress.

Herts
for Learning