

Symphony Assessment System – English – Writing

Bold = Performance Descriptors which are **NON-NEGOTIABLE** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

Bold and Underlined are essential but not end of KS performance descriptors

Year Group	Year 4 WTS TAFs are in orange type EXS TAFs are in red type GDS TAFs are in green		
Point	25	27	29
Grade	4C	4B	4A
Assessment Milestone	Step 1	Step 2	Achieved Y4
Composition: Planning, Drafting, Evaluating and Proof Reading	<ul style="list-style-type: none"> The oral drafting process is beginning to be used to progressively build a varied and rich vocabulary and an increasing range of sentence structures Evaluation of the effectiveness of own and others' writing is used to improve consistency Writing is proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> The oral drafting process is more accurately to be used to progressively build a varied and rich vocabulary and an increasing range of sentence structures Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to vocabulary Writing is proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> The oral drafting process is more accurately to be used to progressively build a varied and rich vocabulary and an increasing range of sentence structures Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary Proof reading ensures accurate use of pronouns Writing is proof-read for spelling and punctuation errors
Composition: Structuring and Organising Text	<ul style="list-style-type: none"> The impact of words and phrases is varied to achieve impact Begins to use simple organisational devices, including headings and sub-headings to aid presentation More accurately uses paragraphs around a theme @ 	<ul style="list-style-type: none"> Almost always uses paragraphs to group related ideas and information around a theme More accurately uses simple organisational devices, including headings and sub-headings to aid presentation Begins to use pronouns and nouns chosen to aid clarity and to avoid repetition 	<ul style="list-style-type: none"> Detail is carefully selected and included to engage reader's interest Simple organisational devices, including headings and sub-headings to aid presentation Paragraphs are used to group related ideas and information Appendix 2 - Pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition Appendix 2- Fronted adverbials to vary sentence construction are used and punctuated using commas Conjunctions, adverbs and prepositions to express time, and cause
Composition: Applying Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Accurately uses full stops, capital letters, exclamation marks and question marks Inverted commas are used accurately Appendix 2 - Writing demonstrates use of nouns and noun phrases, modified by adjectives and other nouns to add detail 	<ul style="list-style-type: none"> A range of punctuation is increasingly accurately used including using commas to separate speech Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly 	<ul style="list-style-type: none"> Appendix 2- Direct speech is punctuated accurately Writing demonstrates use of the present perfect form of verbs in contrast to the simple past tense Appendix 2 - Understands Standard English forms for verb inflections (we were instead of we was) Writing begins to demonstrate use of the plural and possessive-s Appendix 2 – Understand the term determiners
Transcription Spelling	<ul style="list-style-type: none"> More than ½ of the common exception words from Y3/4 list are spelt accurately Accurately spells word with the suffixes – sure, -ture and –sion 	<ul style="list-style-type: none"> Most common exception words from Y3/4 list are spelt increasingly accurately Homophones and near-homophones from the Y3/4 list are spelt accurately 	<ul style="list-style-type: none"> Most common exception words from Y3/4 list are spelt accurately Accurately spells word with the suffixes –ous, -ion, -ian, -tion, -ssion, -sion and –cian Accurately spells words with the suffixes –ing, -er, -ed,@ -en and –ation Appendix 2 - Understands the grammatical difference between the plural and possessive s and is beginning to use it in their writing
Transcription Handwriting	Handwriting is legible, joined and consistent using diagonal and horizontal strokes which are parallel and equidistant		Handwriting is legible, joined and consistent using diagonal and horizontal strokes which are parallel and equidistant Also, ascenders and descenders do not touch
End of Yr Mastery	All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Revisions in writing are often unprompted. In ambitious vocabulary there are only a few spelling errors and all aspects of handwriting are embedded		