

Amherst Steps – Writing Criteria

		Step 13	Step 14	Step 15 (End of Year 4 Expected Level)
Writing for Purpose		<ul style="list-style-type: none"> Continuing to write effectively and coherently for different purposes. Drawing on reading and <i>modelled examples</i> to inform more ambitious vocabulary and grammar. 	<ul style="list-style-type: none"> Continuing to write effectively and coherently for different purposes. Drawing on reading and modelled examples to inform more ambitious vocabulary and grammar. Editing and uplevelling vocabulary <i>with support</i>. 	<ul style="list-style-type: none"> Continuing to write effectively and coherently for different purposes. Drawing on reading and modelled examples to inform more ambitious vocabulary and grammar. Editing and uplevelling vocabulary <i>more independently</i>.
	Punctuation	<ul style="list-style-type: none"> Demarcating most sentences correctly using capital letters, full stops, question marks and exclamation marks. Using commas for lists. Beginning to use inverted commas and <i>related punctuation to indicate direct speech</i>. Using apostrophes for contractions and singular possession with growing accuracy. 	<ul style="list-style-type: none"> Demarcating most sentences correctly using capital letters, full stops, question marks and exclamation marks. Using commas for lists and after fronted adverbials <i>when prompted</i>. Using inverted commas and related punctuation to indicate direct speech <i>more independently</i>. Using apostrophes for contractions and singular possession and growing accuracy for plural possession (e.g. <i>the girl's name, girls's names</i>) 	<ul style="list-style-type: none"> Demarcating sentences correctly using capital letters and full stops Demarcating sentences correctly using question marks and exclamation marks <i>with minimal errors</i>. Using commas for lists <i>and after fronted adverbials mostly independently</i>. Using inverted commas and related punctuation to indicate direct speech <i>independently with increasing accuracy</i>. Using apostrophes for contractions, singular and plural possession (e.g. <i>the girl's name, girls's names</i>)
Sentences		<ul style="list-style-type: none"> Using sentences with different forms in writing (statement, command, exclamation and question). Using simple and compound sentences correctly. Using other descriptive techniques including Power of 3. 	<ul style="list-style-type: none"> Using sentences with different forms in writing (statement, command, exclamation and question). Using an increasing range of sentence structures <i>as scaffolded in the unit of work</i>. Using an increasing range of literary and descriptive techniques, including experimenting with similes and metaphors <i>as scaffolded in the unit of work</i>. 	<ul style="list-style-type: none"> Using sentences with different forms in writing (statement, command, exclamation and question). Using an increasing range of sentence structures <i>more independently</i>. Using an increasing range of literary and descriptive techniques, including experimenting with similes and metaphors <i>as scaffolded in the unit of work</i>.
	Paragraphs	<ul style="list-style-type: none"> Using some paragraphs to organise ideas (TIPToP – time, place, topic and person). 	<ul style="list-style-type: none"> Using paragraphs to organise ideas (TIPToP – time, place, topic and person) with increasing independence. Choosing appropriate pronouns and nouns within and across <u>some</u> sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> Using paragraphs to organise ideas around a theme mostly independently (TIPToP – time, place, topic and person) Choosing appropriate pronouns and nouns within and across <u>most</u> sentences to aid cohesion and avoid repetition
Word Classes	Other	<ul style="list-style-type: none"> Using adverbs and fronted adverbials <i>as scaffolded in the unit of work</i>. Using expanded noun phrases through modifying adjectives, nouns and (when scaffolded in the unit of work) preposition phrases 	<ul style="list-style-type: none"> Using adverbs and fronted adverbials independently in <i>some</i> pieces of writing. Using expanded noun phrases through modifying adjectives, nouns and (independently) exploring preposition phrases 	<ul style="list-style-type: none"> Using adverbs and fronted adverbials independently in <i>most</i> pieces of writing, with some guidance needed for accurate punctuation. Using expanded noun phrases through modifying adjectives, nouns and preposition phrases
	Conjunctions	<ul style="list-style-type: none"> Using co-ordinating conjunctions (FANBOYS) to join sentences or ideas and subordinating conjunctions (e.g. <i>while, if, when, as</i>) at the end of a sentence to create a subordinate clause correctly. 	<ul style="list-style-type: none"> Using co-ordinating conjunctions (FANBOYS) to join sentences or ideas and increasingly advanced subordinating conjunctions at the end of a sentence to create a subordinate clause correctly. 	<ul style="list-style-type: none"> Using co-ordinating conjunctions (FANBOYS) to join sentences or ideas and increasingly advanced subordinating conjunctions (e.g. <i>although, since, unless, even though</i>) at the end of a sentence to create a subordinate clause correctly.
Tenses	<ul style="list-style-type: none"> Using different verb forms and verb-subject agreement with some accuracy within the context of the genres scaffolded in the unit of work. 	<ul style="list-style-type: none"> Using different verb forms and verb-subject agreement with some accuracy within the context of the genres scaffolded in the unit of work. 	<ul style="list-style-type: none"> Using different verb forms and verb-subject agreement with some accuracy within the context of the genres scaffolded in the unit of work. 	
Spellings	<ul style="list-style-type: none"> Evidence using some of the spelling Y3/4 common exception words. See separate Amherst spelling progression document. 	<ul style="list-style-type: none"> Spelling some of the Y3/4 common exception words correctly. See separate Amherst spelling progression document. 	<ul style="list-style-type: none"> Spelling many of the Y3/4 common exception words correctly. See separate Amherst spelling progression document. 	
Handwriting	<ul style="list-style-type: none"> Producing legible handwriting using diagonal and horizontal strokes needed to join letters. Using spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> Producing handwriting of increasing legibility, consistency and quality. Using spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> Producing handwriting of increasing legibility, consistency and quality <i>in most pieces of work</i>. Using spacing between words that reflects the size of the letters. 	