

Y4 Writing Assessment Statements
Working Towards The Expected Standard

Name:

The pupil is beginning to demonstrate the ability...

Composition

To show an increasing awareness of their audience whilst writing for a range of purposes - including writing to **entertain, inform and persuade**.

To begin to write narratives with a clear beginning, middle and end with a clear plot.

To proof read and amend their own and others' writing with growing confidence.

To create more detailed settings, characters and plot in narratives.

To organise writing into paragraphs around a theme.

To use **when, if, that, because** to show subordination

To use **and** or **but** to add extra information

To use adverbs- **then, next, soon, therefore**

To use prepositions- **before, after, during, because of** etc

Grammar

To maintain accurate tense throughout a piece of writing.

To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.

To use inverted commas at the beginning and end of direct speech

To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.

To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.

To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas to show **how** or **when** an event occurs.

To consistently use the full range of punctuation from previous year groups – including capital letters, full stops, explanation marks and question marks.

To use commas to punctuate items in a list consistently.

Transcription

To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.

To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.

To spell homophones correctly, e.g. which and witch.

To spell **many** of the Year 3 and 4 statutory spelling words correctly (evident in writing or spelling tests).

To show an ability to use a legible cursive handwriting style.

Next steps towards achieving The Expected Standard...

Y4 Writing Assessment Statements

Working at The Expected Standard

Name:

The pupil independently demonstrates the ability...

Composition			
To show an awareness of their audience whilst writing for a range of purposes - including writing to entertain, inform and persuade .			
To begin to show a variation of sentence structures to suit purpose.			
To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).			
To write narratives with a clear beginning, middle and end with a coherent plot			
To proof read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.			
To create more detailed settings, characters and plot in narratives to engage the reader.			
To consistently organise their writing into paragraphs around a theme.			
Grammar			
To maintain an accurate tense throughout a piece of writing.			
To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.			
To use all the necessary punctuation in direct speech mostly accurately.			
To use apostrophes for singular and plural possession with increasing confidence.			
To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.			
To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.			
To use fronted adverbials, e.g. As quick as a flash, Last weekend; <i>usually</i> demarcated with commas. To show where , when or how or an event occurs			
To use subordinating conjunctions to join clauses, including openers, Although they have a fierce reputation, the Vikings weren't all bad.			
To consistently use the full range of punctuation from previous year groups – including capital letters, full stops, explanation marks and question marks.			
To use commas after or before phrases and clauses.			
Transcription			
To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.			
To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.			
To spell homophones correctly, e.g. which and witch.			
To spell all of the Year 3 and 4 statutory spelling words correctly (evident in writing or spelling tests).			
To consistently use a neat, joined handwriting style.			

