

## 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 <b>entertain, inform and persuade</b> .			
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 <b>where</b> , <b>when</b> or <b>how</b> or an event occurs			
To use subordinating conjunctions to join clauses, including openers, <b>Although they have a fierce reputation, the Vikings weren't all bad.</b>			
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.			

## Y4 Writing Assessment Statements

### Working at Greater Depth

The pupil...

Shows an original style or "voice"			
Draws independently on what they have read and uses this as a model for their own writing.			
Has a strong awareness of audience, <b>carefully and consciously</b> manipulates sentence structures and vocabulary for different effects.			
Is able to use dashes, ellipsis and bullet points.			
Shows an ability to use all the necessary punctuation in direct speech including a comma after the reported clause and end all punctuation within the inverted commas.			
Can expand noun phrases regularly with the addition of ambitious modifying adjectives and prepositional phrases			
To proof read consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.			
Is capable of writing at length while maintaining a sense of audience, purpose and organisation.			