

Year 4 Writing Assessment

Planning and Writing			
Drafts and writes by composing and rehearsing sentences orally, building in rich and varied vocabulary plus a range of sentence structures			
Plans their writing by discussing and recording ideas			
Plans their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar			
<i>Writes in a range of genres taking account of different audiences and purposes</i>			
Drafts and writes by creating settings, characters and plot in narrative			
<i>Includes character descriptions designed to provoke a particular feeling on the reader (sympathy or dislike)</i>			
<i>Includes descriptive detail and makes writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor</i>			
Drafts and writes using simple organisational devices in non-narrative (headings, sub-headings)			
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far			
Evaluating and Editing			
Ensure that their writing makes sense			
Evaluates and edits by proposing changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences.			
Evaluates and edits by assessing the effectiveness of their own and other's writing and suggests improvements			
Punctuation			
Uses a range of punctuation taught in previous years			
Places the possessive apostrophe accurately in words with regular plurals (girls' names, the boys' room)			
Uses inverted commas and other punctuation to indicate direct speech			
<i>Uses a new line for a new speaker when writing direct speech</i>			
Adds details through the use of fronted adverbials			
Uses commas after a fronted adverbial			
Proof reads for spelling and punctuation errors			
Grammar and Sentence Structure			
Extends the range of sentences with more than once clause by using a range of conjunctions (whereas, apart from, since, until)			
<i>Uses single clauses sentences and multi-clause sentences (using coordinating conjunctions and subordinating conjunctions) accurately</i>			
Adds details through the use of expanded noun phrases using adjectives, nouns and prepositional phrases (the strict, unkind maths teacher with curly hair)			
Begin to understand some of the differences between standard English and non-standard English and begin to apply what they have learnt (for example, in writing dialogue for characters)			
Uses standard English form for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)			
Understand and uses the grammatical terminology appropriate to Year 4 and <i>previous years</i> . Y4 – determiner, pronoun, possessive pronoun, adverbial			
Cohesive Devices			

Drafts and writes by organising paragraphs around a theme			
Sequences events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary including conjunction and adverbials			
Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition			
<i>Paragraph shifts indicate a change in setting, character, time</i>			
Spelling			
Spell words that are often misspelt (See English National Curriculum Appendix 1)			
Spell most words from the Y3 and 4 spelling list correctly			
Use further prefixes and suffixes and understand how to add them correctly (See Appendix 1)			
Spell homophones and near homophones(See Appendix 1)			
Apply Y4 spelling rules (See Appendix 1)			
Use the first 2 or 3 letters of a word to check spelling, meaning or both in a dictionary			
Handwriting			
Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined			
Have increased legibility, consistency, and quality of their handwriting			
Use joined handwriting throughout their independent writing (Non-statutory National curriculum guidance)			