

West Sussex End of Lower Key Stage 2 (Year 4) Interim Assessment Framework: Writing

Key Principles

This non-statutory assessment framework for Year 4 is aligned with the 2016-17 Interim Key Stage 1 and Key Stage 2 teacher assessment frameworks for Years 2 and 6 and is intended for making summative teacher assessments at end of the year.

This assessment framework for Year 4 does not include full coverage of the content of the National Curriculum.

Pupils achieving the standard within this assessment framework will be able to demonstrate a broader range of skills than those being assessed.

Teachers should base their judgements on a broad range of evidence from across the curriculum, which reflects the National Curriculum aims of children being able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. This should include evidence of them and being able to elaborate and explain clearly their understanding of the use of vocabulary, linguistic devices and to articulate their ideas behind the crafting of texts. Evidence should be drawn from across the whole writing process, from planning, drafting, editing, proof reading and publication.

Working towards the expected standard (WTS)

The pupil can write for different purposes:

- use the full range of punctuation taught at key stage 1 mostly correctly
- use expanded noun phrases to describe and specify characters and plots
- use some paragraph/sections to organise ideas
- use sentences of different forms including some sentence structures with more than one clause
- use past and present tense correctly and consistently
- use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition)
- use co-ordination (e.g. or/and/but) and subordination (e.g. when /if /that /because)
- using direct speech with some punctuation
- spelling most contracted forms correctly
- adding suffixes to spell most words correctly e.g. -ment, -less, -ness, -ful, -ly
- spelling most words correctly (year 1 and 2)
- spelling some words correctly (year 3 and 4)
- use diagonal and horizontal strokes needed to join letters in most of their writing

Working at expected standard (EXS)

The pupil can write for an increasing range of audiences and purposes:

- use paragraphs to organise ideas mostly correctly and consistently
- create/describe settings, characters and plots
- use an increasing range of cohesive devices within and across sentences and paragraphs including co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition)
- use different verb forms (progressive/present/present perfect/past tense)
- use some varied sentence structures with more than one clause including a wider range of conjunctions (co-ordinating and subordinating conjunctions)
- use fronted adverbials
- use commas for clarity after fronted adverbials
- use inverted commas in direct speech
- use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction/possessive apostrophe with plural nouns mostly correctly
- spelling most words correctly (year 1 and 2) -see list
- spelling most words correctly (year 3 and 4) including further prefixes, suffixes and homophones- see list
- produce legible joined handwriting

Working at greater depth within the expected standard (GDS)

The pupil can write for a wide range of audience and purposes:

- increase the consistency and quality of their handwriting
- select vocabulary (nouns and pronouns) appropriately for clarity and cohesion and to avoid repetition
- spell year 1 to year 4 words accurately and apply rules and patterns proficiently

West Sussex End of Lower Key Stage 2 (Year 4) Assessment – Writing

School			
Name of Pupil			
WORKING AT THE EXPECTED STANDARD (EXS)	EVIDENCE (tick the box each time a piece of evidence relating to the statement is seen)	OVERALL	
The pupil can write for an increasing range of purposes and audiences:			
• Organise writing into paragraphs around a theme			
• Suit style to purpose- e.g. create / describe characters and settings in stories			
• Use a variety of sentence types and structures with more than one clause			
• Use a wider range of conjunctions	Co-ordinating		
	Subordinating		
• Use an increasing range of cohesive devices within and across sentences and paragraphs	Adverbs		
	Prepositions		
	Nouns		
	Pronouns		
• Maintain accuracy of tense using different verb forms	Progressive		
	Present		
	Present perfect		
	Past tense		
• Use fronted adverbials			
• Use all KS 1 punctuation accurately, including capital letters, full stops, question marks, exclamation marks, commas for lists			
• Use mostly correctly	Inverted commas		
	Apostrophes for possession		
	Commas after fronted adverbials		
• Spell most year 3/4 words accurately, including further prefixes, suffixes and homophones, as well as most spellings from key stage 1			
• Write in a legible joined hand			
Comments			