

William Westley Assessment Grids -Year 4

	Autumn	Spring	Summer
<u>Text Types:</u>			
<u>Targets:</u>			

ACROSS A RANGE OF TEXT TYPES

	Standard	Description	Identifying the Reader	Cohesion	Verbs / Tenses	Clause Structure	Detail & Precision	Punctuation	Spelling and Presentation
Mastered	7/9 M(a)	1) Confident and independent use of expanded noun phrases The scruffy old man with a grey beard		2) Consistently use a range of pronouns including possessive hers ours theirs 3) Use prepositions to express time and cause We'll meet up on Tuesday. Lessons start at 9am.		4) Begin to use commas to separate clauses in complex sentences when the subordinate clause comes first Because it was raining, I took my umbrella. 5) Understand the difference between phrases and clauses		Mostly correct use of the following Year 4 punctuation when writing dictated sentences 6) plural possessive apostrophes girls' boys' children's 7) commas after fronted adverbials of time, place and manner When I arrived, Near the door, In a hurry,	8) Consistently correct independent spelling of words from the Year 3 and 4 spelling rules and spelling list (see National Curriculum, pp59-65) 9) Ensure that upstrokes and down strokes are always parallel
	5/9 M(b)								
	3/9: M(c)								

Standard		Description	Identifying the Reader	Cohesion	Verbs / Tenses	Clause Structure	Detail & Precision	Punctuation	Spelling and Presentation						
Secure	20/24 S(a)	1) Use expanded noun phrases The scruffy old man with a grey beard	7) Choose suitable headings and subheadings in the appropriate text types	8) Begin to independently use new paragraphs to signal changes of time, place, topic or speaker	11) Use consistent tense in writing	13) Begin to use a wider range of subordinating conjunctions when if as because although	15) Singular/ plural nouns are consistent with the form of the verb used	18) All sentences are correctly punctuated with capital letters, full stops, question and exclamation marks.	22) Correct independent spelling of words from the Year 3 and 4 spelling rules and spelling list with few errors (see National Curriculum, pp59-65)						
	16/24 S(b)	Narrative writing includes: 2) Description of characters								9) Use adverbs to express time and cause You must pay before you leave. Now that the contract is signed, the job must be done.	12) Use has or have to write in the present perfect I have (or I've) been to London. She has (or she's) finished her work.	14) Recognise subordinate clauses Although she was hungry, Anna went without lunch.	16) Standard English form for verb inflections instead of local spoken forms we were instead of we was; I did instead of I done	19) Use of ellipses to end paragraphs	23) Join letters correctly
	9/24: S(c)	3) Some description of the setting 4) Some dialogue <u>Evidence</u> of some: 5) powerful verbs 6) interesting adverbs								10) Use fronted adverbials of time / place / manner	17) Edit to correct spelling and punctuation in own writing	20) plural possessive apostrophes girls' boys' children's	21) Some correct use of speech punctuation including inverted commas and punctuation such as commas to separate reporting clauses from speech The monster exclaimed, "Get out!"	24) Independently use the first three letters of a word to check its spelling in a dictionary	
Developing	18/22 D(a)	1) Describe a character using expanded noun phrases	3) Make some improvements to Y3 grammar and punctuation after discussing it with a partner	4) Separate sections of nonfiction using subheadings with adult guidance	7) Consistent use of the same tense throughout a piece of writing	8) Recognise a main clause as containing a subject and a verb.	11) Understand and correctly use singular and plural forms. fox – foxes mouse- mice	12) Most sentences have correctly placed -capital letters -full stops (3 errors in an extended piece) -capital letters for proper nouns	18) Use a range of prefixes in writing anti- anti-clockwise; auto- autograph; im- impossible re- reappear sub- subheading super- supermarket						
	14/22 D(b)	with appropriate punctuation his long, grey beard								5) Begin to express time, place or cause using prepositions before after during	9) Use co-ordinating conjunctions to join main clauses [FANBOYS]	13) Use commas in a list	19) Use the suffix -ly to form adverbs (completely, sadly) and suffixes -less; -ment; -ness; -ful		
	9/22: D(c)	2) Some use of well- chosen verbs and adverbs								6) Begin to use pronouns to avoid repetition she he they we us	10) Use subordinating clauses	14) Use question and exclamation marks correctly	20) Begin to use a selection of spelling rules and words from the Year 3 and 4 spelling rules and spelling list (see National Curriculum, pp59-65)		
							15) Some use of inverted commas to punctuate direct speech. e.g. "Let me out" she screamed.	16) Many correct uses of: apostrophes for contracted form (I'm, I'll)	21) Learn how to use a dictionary						
							17) and for singular possession (the dog's bone)	22) Join most letters using consistent sizing							

