
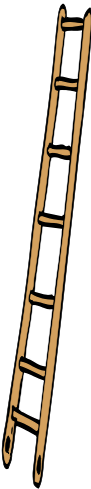




Writing Assessment – Band 4 Name/s _____

	Spelling (Common across Year 3 and Year 4)	Handwriting and Presentation	Composition	Vocabulary, grammar & punctuation
Band 4 	<ul style="list-style-type: none"> I can use further prefixes and suffixes and understand how to add them (English Appendix 1) I can spell further homophones I can spell words that are often misspelt (English Appendix 1) I can place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals I can use the first 2 or 4 letters of a word to check its spelling in a dictionary I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined I can increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> I can plan my writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas I can draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices I can evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences I can proofread for spelling and punctuation errors I can read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> I can develop my understanding of the concepts set out in Appendix 2 (See below) by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in Appendix 2 I can indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech I can use and understand the grammatical terminology in Appendix 2 (See below) accurately and appropriately in discussing their writing and reading.

Word	<ul style="list-style-type: none"> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]
Sentence	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	<ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girls name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner, pronoun, possessive pronoun, adverbial