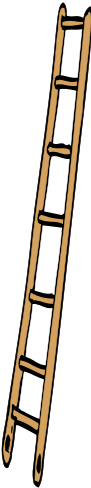




# Writing Assessment – Year 4 Name/s \_\_\_\_\_

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

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|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Word                   | <ul style="list-style-type: none"> <li>The grammatical difference between <b>plural</b> and <b>possessive</b> -s</li> <li>Standard English forms for <b>verb inflections</b> 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>]</li> </ul>                                                                                                                          |
| Sentence               | <ul style="list-style-type: none"> <li>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>)</li> <li><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</li> </ul>                                                                                                            |
| Text                   | <ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition</li> </ul>                                                                                                                                                                                                       |
| Punctuation            | <ul style="list-style-type: none"> <li>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> <li><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girls name, the girls' names</i>]</li> <li>Use of commas after <b>fronted adverbials</b></li> </ul> |
| Terminology for pupils | determiner, pronoun, possessive pronoun, adverbial                                                                                                                                                                                                                                                                                                                                                                                              |