

Year 4 Writing Assessment Grid

<u>Working towards the expected standard</u>		<u>Working at the expected standard</u>	
COMPOSITION: PURPOSE & AUDIENCE	Can write for a range of audience and purposes	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	
	Use paragraphs most of the time to organise ideas	Write using a rich and varied vocabulary appropriate to purpose and form.	
	In stories, begin to create settings and characters and develop plot	Draft and write narratives, creating settings, characters and plot with consideration for the audience and purpose.	
	Begin to use headings and sub-headings	Use paragraphs to organise ideas around a theme.	
		Choose pronouns and nouns within and across sentences for clarity and cohesion and to avoid repetition. (e.g. <i>Sam unwrapped his snack and picked up the wrapper. It tasted great.</i>)	
		Use headings and sub-headings.	
		Evaluate the effectiveness of writing and suggest improvements e.g. changes to grammar and vocabulary to improve consistency.	
		Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below)	
GRAMMAR	Begin to use noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).
	Begin to use fronted adverbials e.g. Later that day, I hear the bad news and commas after the fronted adverbial		Use expanding noun phrases by the addition of modifying adjectives, nouns and preposition phrases (modification before the noun and prepositional phrases after the noun) e.g. <i>in an isolated cottage at the top of the hill, the teacher expanded to: the strict maths teacher with curly hair</i>)
	Use verb inflections instead of spoken forms on some occasions e.g. we were instead of we was or I did rather than I done		Use fronted adverbials e.g. Later that day, I hear the bad news and commas after the fronted adverbial.
	Begin to choose pronouns or nouns within /across sentences to aid cohesion/avoid repetition		Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3 e.g. <i>progressive: he is writing/he was writing/perfect: they have fixed the fence/they had fixed the fence before midday</i>)
			Use Standard English verb inflections, instead of local dialect forms (<i>we were</i> instead of <i>we was</i> ; <i>I did</i> instead of <i>I done</i>).
			Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave, because of Fred</i>)
PUNCTUATION	Use capital letters, full stops, question marks, exclamation marks mostly correctly	Use a wide range of punctuation accurately and consistently (e.g. question marks, exclamation marks, commas in lists)	
	Begin to use possessive apostrophe correctly/not using apostrophes for plurals on some occasions	Use commas after fronted adverbials (e.g. <i>Later that day, cautiously</i>)	
	Begin to use inverted commas and other punctuation to fully punctuate direct speech e.g. The conductor shouted, "Sit down!"	Use inverted commas and other punctuation to indicate direct speech accurately e.g. The conductor shouted, "Sit down!"	
		Use the apostrophe correctly for contraction and possession (including regular and plural nouns e.g. <i>Jessica's book/the children's hobby</i>)	

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TRANSCRIPTION	Spell most Year 1, Year 2 and Year 3 words correctly* (when used)/spells some Year 4 words correctly* (when used)	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> • common exception words from KS1; • previously taught homophones; • those with known prefixes and suffixes.
	Produce legible, joined handwriting	Use and spell correctly most words from the Year 3 / Year 4 spelling list.
		Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.
		Use joined up writing consistently, independently and fluently.
<u>Working at Greater Depth</u>		
Ideas may be adapted (e.g. inclusion of contextual information on a fictitious character or the use of quotes within a report)		
Purpose and audience are clearly addressed through choice of tense/verb form/layout/ formality and applying them in different contexts/across different genres.		
In narrative, create settings, characters and plot, developing mood and atmosphere.		
Vocabulary is chosen for precision and effect.		
Present a consistent point of view and link points coherently or persuasively.		
In non-narrative, skilfully deploy a range of organisational devices e.g. sub headings, captions, introductory paragraphs.		
Consistently organise writing into paragraphs around a theme to add cohesion and aid the reader with some links between sentences (e.g. use of pronouns or adverbials)		
Begin to use and experiment with a range of punctuation, although not always accurately (e.g. brackets, colon and dash)		
Greater variety in subordinating conjunctions.		
Some evidence of more detailed speech punctuation.		