

## Year 4: Writing Assessment Overview

| Name:                               |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    | Date of completion |       |       |       |       | Across the collection |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------|-------|-------|-------|-----------------------|
|                                     |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    | Aut 1              | Aut 2 | Spr 1 | Spr 2 | Sum 1 |                       |
| End of Year 3 Writing Assessment:   |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
| PRE-YEAR      WTS      EXS      GDS |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
| COMPOSITION: PURPOSE & AUDIENCE     | Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.                                                                                                        |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
|                                     | Write using a rich and varied vocabulary appropriate to purpose and form.                                                                                                                                                     |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
|                                     | Write narratives with a clear plot, and describe settings and characters.                                                                                                                                                     |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
|                                     | Make effective choices about using direct speech within narratives.                                                                                                                                                           |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
|                                     | Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.                                                                                                                          |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
|                                     | Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.                                                                                                                                      |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
|                                     | Evaluate the effectiveness of writing and suggest improvements.                                                                                                                                                               |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
|                                     | Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below).                                                                                                                                  |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
| GRAMMAR                             | 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> ).                                                                           |                    |       |       |       |       |                       |
|                                     |                                                                                                                                                                                                                               | Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).                                                                                                   |                    |       |       |       |       |                       |
|                                     |                                                                                                                                                                                                                               | Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).                                                                                                            |                    |       |       |       |       |                       |
|                                     |                                                                                                                                                                                                                               | 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                         | Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).                                                                                                                     |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
|                                     | Use commas after fronted adverbials.                                                                                                                                                                                          |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
|                                     | Use inverted commas and other punctuation to indicate direct speech accurately.                                                                                                                                               |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
|                                     | Use apostrophes correctly (contraction, singular and plural possession).                                                                                                                                                      |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
| TRANSCRIPTION                       | Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> <li>common exception words from KS1; previously taught homophones; those with known prefixes and suffixes.</li> </ul> |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |
|                                     | 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.                                                                                                                                                               |                                                                                                                                                                                                                                    |                    |       |       |       |       |                       |