

Year 4 Writing Assessment and Target Setting Grid

Please colour code as follows:

- Autumn
- Spring
- Summer

Full highlighting indicates there is sufficient evidence that children are secure in this objective
Highlighting over the bullet point indicates some evidence of understanding of this objective.

Composition Structure and Purpose

There is sufficient evidence that children can:

- plan their writing by discussing model texts in order to understand and learn from their structure
- plan for writing by discussing and recording ideas
- Compose and rehearse sentences orally.
- Use varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- appropriately organise paragraphs around a theme, including fiction and non-fiction
- in narratives, create and describe settings, characters and plot by adding small details
- in non-narrative material, appropriately use simple organisational devices [for example, headings and sub-headings]
- Use paragraphs organised around a theme
- assess the effectiveness of their own and others' writing and suggesting improvements
- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation (see National Curriculum Appendix 2)

There is sufficient evidence that children can:

- Use a range of sentences with more than one clause by using a wider range of subordinate conjunctions, including when, if, because, although
- use the present perfect form of verbs in contrast to the past tense e.g. I walked/I had walked
- choose nouns or pronouns consistently and appropriately
- use a range of conjunctions, adverbs and prepositions to express time and cause
- use expanded noun phrases including use of prepositional phrases
- When appropriate, use stylistic devices such as interesting similes and figurative language to create a powerful image in the reader's mind
- use fronted adverbials, with accurate use of a comma
- use commas after fronted adverbials
- use the possessive apostrophe for plural nouns
- begin to use a range of punctuation from the KS2 list
- accurately use and punctuate direct speech
- Use standard English forms for verb inflections instead of local spoken forms e.g we were
- write in a consistent tense

Spelling See National Curriculum Appendix 1)

There is sufficient evidence that children can:

- Spell most common exception words from Year 1 and 2:
- Spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. auto, un
- Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion ily
- Write words spelt ei, eigh or .ey e.g. vein, weight, obey.
- Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here,hear; grow n,groan ; where, we're, wear.
- Use apostrophe for a range of contractions and for singular nouns.
- Start to use plural possession e.g. boys' coats, girls' sweets.
- Know some irregular plurals e.g. children's, men's
- Spell some words from the YR 3-4 statutory word lists
- Use a dictionary to find words where the first 3 letters can be clearly sounded.eg strength, castle, river, as opposed to reasonable, thesaurus, Christmas
- Spell plural words ending in 'y' (change 'y' to 'i' and add 'es') e.g. sky skies, fly, flies, cry, cries.

In addition, correctly apply spelling rules in extended writing and dictated sentences from SpellZoo overview of objectives.

Greater depth writers will demonstrate:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- Choose vocabulary to engage and impact on the reader.
- Use stylistic devices to create effects in writing, for example, simile, alliteration, metaphor, personification.

Greater depth assessment must be moderated by the English Leads at the time of assessment along with a range of their other writing. They will form part of the English Lead's tracking group.

Handwriting

There is sufficient evidence that children can:

- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].