

Assessment Criteria

Writing Year 4

Name:		Class:	Year:	Unit 1	Unit 2	Unit 3	Afternoon	Overall
Start score:	Target Score:	End Score:						
Transcription: Spelling								
1. Use further prefixes and suffixes and understand how to add them (<i>Sp 4:1-4:10; GH 4:1,2</i>)								
2. Spell further homophones (<i>Sp 4:19-4:20; GH 4:3,4</i>)								
3. Spell words that are often misspelt (<i>KW 4:1-4:3; GH 4:5,6</i>)								
4. Use the first two or three letters of a word to check its spelling in a dictionary (<i>GH 4:7,8</i>)								
5. Write from memory simple sentences that include words and punctuation taught so far (<i>Sp St 4, GH St 4</i>)								
Transcription: Handwriting								
6. Understand which letters, when adjacent to one another, are best left unjoined								
7. Increase the legibility, consistency and quality of their handwriting (<i>lines of writing are spaced so that ascenders and descenders of letters do not touch</i>)								
Writing: Composition								
8. Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar (<i>text type prompts and planning scaffolds LKS2</i>)								
9. Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures (<i>pupil prompts LKS2; GH 4:9-11</i>)								
10. Organise paragraphs around a theme (<i>text type prompts, planning scaffolds LKS2</i>)								
11. In narratives, create settings, characters and plot (<i>text type prompts and plans LKS2</i>)								
12. In non-narrative material, using simple organisational devices such as headings and sub-headings (<i>text type prompts and planning scaffolds LKS2</i>)								
13. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements (<i>'up-stage' prompts LKS2</i>)								
14. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (<i>'up-stage' prompts LKS2</i>)								
15. Proof-read for spelling and punctuation errors (<i>'up-stage' prompts LKS2</i>)								
Writing: Vocabulary, Grammar and Punctuation								
16. Extend the range of sentences with more than one clause by using a wider range of adverbs or prepositions (<i>GH 4:10-13,16,17,21</i>)								
17. Extend the range of sentences with more than one clause by using a wider range of conjunctions, adverbs or prepositions (<i>GH 4:10-13,16,17,21</i>)								
18. Choose nouns or pronouns appropriately for clarity & cohesion & to avoid repetition e.g. <i>Harry (the noun) is appropriately replaced by the pronoun 'he', 'him', 'his' etc</i> (<i>GH 4:14,15</i>)								
19. Use conjunctions, adverbs and prepositions to express time and cause (<i>GH 4:16,17</i>)								
20. Y4 Grammar: plural and possessive -s, verb inflections (<i>GH 4:18,19</i>)								
21. Use fronted adverbials followed by commas (<i>GH 4:20,21</i>)								
22. Indicate possession by using the possessive apostrophe with plural nouns (<i>Sp 4:15,16; GH 4:22,23</i>)								
23. Use and punctuate direct speech using inverted commas and other punctuation: a comma after the reporting clause, end punctuation within inverted commas (<i>GH 4:24,25</i>)								
24. Uses a comma after the reporting clause, for direct speech and at the at end punctuation within inverted commas (<i>GH 4:24,25</i>)								
Expected @autumn 7+	Expected @ spring 13+	Expected @ Summer 19+						