

Writing Year 4

Age related expectations Assessment Grid for Writing: Year 4

Name _____

Class- Y1

Y2

Y3

Y4

Y5

Y6

	I can start!	I can join!	I can write it!	My Punctuation	My Spelling	My Presentation
Y e a r 4 : E m e r g i n g	<p>Prepositional phrases start sentences</p> <p>Fronted adverbials are used to open sentences</p>	<p>Children use conjunctions to make comparisons: Examples:</p> <ul style="list-style-type: none"> • especially • unless • except • apart from 	<p>Noun phrases are developed with the use of adjectives, nouns and preposition phrases, for example <i>'the generous English teacher with sweets in her pocket.'</i></p> <p>Technical nouns are incorporated within writing eg. <i>'the wrought iron gates'.</i></p> <p>Dialogue is used to develop characterisation.</p> <p>A range of sentence structures are used to support the purpose of the writing for the reader.</p>	<p>Apostrophe for contractions and possession are used without reminder.</p> <p>Commas follow a fronted adverbial or prepositional fronted clause.</p> <p>Dialogue is demarcated - e.g. a comma after the reporting clause; end punctuation with inverted commas; use adverbs for emphasis e.g. The prison officer shouted sternly, "Sit down!"</p>	<p>Able to read and spell 25 words and 5 irregular from the 50 Y4 word list.</p> <p>Suffixes: -ation (information)</p> <p>er words spelt ure (treasure)</p> <p>Endings sound like sion (invasion)</p> <p>Understanding of different spellings and meanings for homophones.</p>	<p>Work is always proof read for spellings, punctuation and to ensure it makes sense.</p> <p>Handwriting is consistently joined and is legible.</p>
Y e a r 4 : M e e t i n g	<p>Fronted adverbials and prepositional phrases are used to open sentences in different ways</p> <p>An increasing range of connectives are used to start sentences.</p>	<p>A variety of subordinate conjunctions are used: Examples:</p> <ul style="list-style-type: none"> • <i>after</i> • <i>also</i> • <i>as well</i> • <i>although</i> • <i>however</i> 	<p>Repetition of words and phrases adds detail and effect to overall piece.</p> <p>Pronouns are used accurately in sentences.</p> <p>Paragraphs start appropriately.</p> <p>Non-fiction writing shows clear sequence of events resulting in a definite conclusion.</p> <p>Modal verbs used eg <i>'You should leave now!'</i></p> <p>Dictionary and a thesauri are routinely used.</p> <p>Writing implies insights to the reader on characterisation, actions, reactions, speech and behaviours - 'show not tell'.</p> <p>Metaphors are incorporated into description.</p> <p>Writing is in clearly sequenced in paragraphs.</p>	<p>Commas are used appropriately to demarcate clauses and a range of sentence structures.</p> <p>Know the difference between a plural 's' and a possessive 's'.</p>	<p>Able to read and spell all words from the 50 Y4 word list.</p> <p>Suffixes: -ous (dangerous)</p> <p>Prefixes: Re- Super- Inter-</p>	
Y e a r 4 : A d v a n c i n g	<p>Fronted adverbials and prepositional phrases are used to open sentences in different ways; to add details, give clarity and extend clause working e.g. <i>Further down the lane, hoping they would not be heard by Grey Wolf, the boys crept secretly under night's black blanket.</i></p>	<p>Variety of subordinate conjunctions are being used and applied to other curriculum with independence.</p>	<p>The format of the writing meets the purpose or context, eg brevity in a diary entry, elaboration in a non-chronological report.</p> <p>Paragraphs show a change in action/setting or theme; factual information in non-fiction is linked cohesively.</p> <p>Re-organises sentences to give writing a greater impact and effect.</p> <p>Consciously uses short sentences to speed up action sequences.</p> <p>Uses dialogue and reactions from other characters to make characters interesting. Recognises when a simile may generate more impact than a metaphor and vice versa</p> <p>Recognises when to use direct speech to develop characterisation.</p> <p>Can create powerful images of characters through a combination of good adjectives, similes and metaphors.</p>	<p>Uses commas and ellipses in order to create greater clarity and effect</p>		