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| **Y4 Writing Assessment** using the English writing framework In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.Learning from previous year groups **must** continue to be revised and practised across both key stages.The national curriculum expectations: **proof-read for spelling and punctuation errors** and **assess the effectiveness of their own and others' writing and suggest improvements** will be important in enabling all children to meet the standards for their year groups. | Child’s name |

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| **Working *towards* the expected standard** The pupil can: |
|  | **Date**  | **Date**  | **Date**  | **Date**  | **Date** |
| write for a range of purposes |  |  |  |  |  |
| begin to use paragraphs |  |  |  |  |  |
| create settings and characters in narrative |  |  |  |  |  |
| in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings) |  |  |  |  |  |
| use the range of punctuation taught in KS1 and **some** of the punctuation taught in Y3 and Y4" |  |  |  |  |  |
| spell correctly **many** words from previous year groups and **some** words from the year 3 / year 4 spelling list\* |  |  |  |  |  |
| write legibly.1 |  |  |  |  |  |
| **Working *at* the expected standard** The pupil can: |
| write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings) | **Date**  | **Date**  | **Date**  | **Date**  | **Date** |
|  |  |  |  |  |
| create settings, characters and plot in narrative |  |  |  |  |  |
| use speech punctuation correctly **most** of the time |  |  |  |  |  |
| use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence) |  |  |  |  |  |
| use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause) |  |  |  |  |  |
| use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been) |  |  |  |  |  |
| use the range of punctuation taught up to and including Y4 **mostly** correctly" (e.g. commas after adverbials; use of apostrophe) |  |  |  |  |  |
| spell correctly words from learning in previous year groups, and **most** words from the year 3 *I* year 4 spelling list,\* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings |  |  |  |  |  |
| write legibly and with increasing fluency, paying attention to size and spacing |  |  |  |  |  |
| maintain the use of joined handwriting2 throughout independent writing. |  |  |  |  |  |
| **Working at greater depth** The pupil can: |
| write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing | **Date**  | **Date**  | **Date**  | **Date**  | **Date** |
|  |  |  |  |  |
| develop character through description, actions and dialogue |  |  |  |  |  |
| begin to make choices about using sentences of different lengths and types |  |  |  |  |  |
| improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary). |  |  |  |  |  |