

Year 4 Assessment Key Performance Indicators

Term One

KPIs On-track for Expected Standard (4-)

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| Plan and write their own version of a familiar story with a focus on varied and rich vocabulary. | | | | |
| Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution. | | | | |
| Write a recount in the 1st person with a clear audience and form. | | | | |
| In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words. | | | | |
| Organise into paragraphs around a theme and for different sections of a story. | | | | |
| Include descriptive and expanded noun phrases to evoke setting and make it more vivid. | | | | |
| Use of varied and rich vocabulary drawn from reading. | | | | |
| Begin to use fronted adverbials. | | | | |
| Use inverted commas accurately to punctuate direct speech. | | | | |
| Begin to use sentences with more than one clause. | | | | |
| Spell some words from Year 3/4 correctly and spell words in contracted form correctly. | | | | |
| Consistently use joined writing. | | | | |

KPIs On-track for Greater Depth (GDS)

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| Use character descriptions designed to provoke sympathy or dislike in the reader. | | | | |
| Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader. | | | | |
| Adapt or maintain writing in the 1st and 3rd person. | | | | |
| Select form of writing and make vocabulary and grammar choice based on audience. | | | | |

Year 4 Assessment Key Performance Indicators**Term Two****KPIs On-track for Expected Standard (4=)**

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| Plan a complete story focussed on organisational devices. | | | | |
| Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. | | | | |
| Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience. | | | | |
| Write a report with a clear audience and specific form. | | | | |
| Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose. | | | | |
| Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately. | | | | |
| Use present, past, progressive and perfect tense verb forms mostly accurately. | | | | |
| Use pronouns and nouns to aid cohesion and avoid repetition. | | | | |
| Confidently use fronted adverbials using a comma after the fronted adverbial. | | | | |
| Begin to use relative clauses. | | | | |
| Develop the use of sentences with more than one clause. | | | | |

KPIs On-track for Greater Depth (GDS)

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| Write effectively for the purpose and audience, selecting language that shows good awareness of the reader. | | | | |
| Independently choose to use a range of organisational and cohesive devices to help structure texts. | | | | |
| Use a range of conjunctions to support cohesion within writing. | | | | |
| Adapt style of writing based on a change to audience and form. | | | | |
| Select own success criteria. | | | | |
| Explore and manage the shifts between past and present tense appropriately within information texts. | | | | |
| Use a range of descriptive techniques to manage changes in mood and atmosphere. | | | | |

Year 4 Assessment Key Performance Indicators

Term Three

KPIs On-track for Expected Standard (4+)

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| In narratives, write in role and describe settings and characters using “show not tell” techniques. | | | | |
| Write a recount in the form of a newspaper report. | | | | |
| Write a comparative report based on their own notes taken from several sources. | | | | |
| Use a range of devices to structure the writing and support the reader based on the form and purpose. | | | | |
| Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas). | | | | |
| Use fronted adverbials including the correct use of a comma. | | | | |
| Develop the use of sentences with more than one clause by using a wider range of conjunctions. | | | | |
| Effectively use conjunctions, adverbs and prepositions to express time, cause and place. | | | | |
| Spell correctly most words from the Year 3/4 spelling list. | | | | |
| Use joined-up writing throughout all independent writing. | | | | |
| Make simple additions, revisions and proof-reading corrections to their own writing. | | | | |

KPIs On-track for Greater Depth (GDS)

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| Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form. | | | | |
| Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood. | | | | |
| Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation. | | | | |
| Consistently use a range of conjunctions to support cohesion. | | | | |
| Use a range of precise vocabulary. | | | | |
| Consistently produce legible joined handwriting. | | | | |
| Evaluate and re-draft own writing, proposing changes to grammar and vocabulary. | | | | |