Year 4 writing assessment Year 3: Autumn: Spring 1: Spring 2: Summer 1: Summer 2: Name: _____

Date and piece of writing:																
The pupil can write for a range of purposes and audiences (including writing a short story)																
Working towards the Expected Standard	Writing is organised into paragraphs (are not always developed beyond 2-3 sentences)															
	Use some co-ordinating conjunctions (FANBOYS, e.g. and, but, or, so) to form compound sentences.															
	Use a range of punctuation with some accuracy	Capital letters														
		Full stops														
		Question marks and exclamation marks (where appropriate)														
		Commas for lists														
		Apostrophe for contraction														
	Choose pronoun or noun appropriately within & across sentences to aid cohesion & avoid repetition															
	Spell correctly most words from the Year 3 NC and statutory spelling list															
	Spell some words from the Year 4 NC and statutory spelling list															
	Write legibly (at this standard there is no need for writing to be joined)															
Working at the Expected Standard	Write for a range of purposes and audiences, making some choices about structure and form.															
	Writing includes a clear introduction and conclusion, developed beyond one sentence															
	Use of paragraphs to organise ideas around a theme, developed beyond a few sentences															
	In narratives, create setting, characters and a plot															
	Use some dialogue in narrative to advance the action															
	In non-narrative, use a range of organisational features, e.g. sub-heading, bullet points															
	Maintain the correct tense throughout a piece of writing															
	Use devices to vary sentence construction	Noun phrases expanded by adjectives and preposition phrases														
		Range of time and place adverbials														
		Adverbials sometimes fronted (ISPACE)														
		Range of sentences with more than one clause														
	Use devices to build cohesion	Full range of co-ordinating conjunctions (FANBOYS) to form compound sentences.														
		Subordinating conjunctions are used to form complex sentences (A WHITE BUS)														
	Use a range of punctuation, mostly correctly	Apostrophe for singular and / or plural possession														
		Capital letters														
		Full stops (! and ? where appropriate)														
		Commas after fronted adverbials														
		Inverted commas to indicate speech														
	Spelling most NC words correctly (Year 4)															
	Spelling most statutory words correctly (Year 4)															
	To use legible handwriting (with some evidence of joining letters)															
Working at Greater Depth	Write effectively for a range of purposes and audiences, selecting language that show awareness of reader (e.g. formal and informal; appropriate tone chosen to persuade or inform)															
	Paragraphs are developed around a theme, with the use of a topic sentence to start the paragraph															
	Vary clause structures: main, subordinate; ISPACE for adverbials.															
	A wider range of subordinating conjunctions (from GJS grid) are used to form complex sentences															