

YEAR 4 WRITING ASSESSMENT

NAME: _____

CLASS: _____

JUDGEMENT:

Aut	Spr	Sum

1	Entering	A child is just starting to work within that year group's objectives.
2	Within	A child has achieved a significant number of objectives within that year group. (50%)
3	Secure	A child has achieved the vast majority of objectives within that year group. (90%) In order to be secure, a child must achieve 100% of key indicators.

ASSESSMENT NEEDS TO BE ACROSS A RANGE OF TEXTS TO INCLUDE A BALANCE OF FICTION, NON-FICTION AND POETRY.

AUDIENCE, PURPOSE AND CONTEXT	VOCABULARY, GRAMMAR, PUNCTUATION	STRUCTURE AT TEXT LEVEL	SPELLING	HANDWRITING
Draws on the structure, vocabulary and grammar of similar writing to support planning of own writing.	Uses fronted adverbials, e.g. to indicate when, where and how (Later that morning, we made...; Over the hill, he saw...; Very slowly, I lifted...).	Chooses nouns or pronouns appropriately to aid cohesion and to avoid repetition (Melissa / she / my friend).	Uses further prefixes and understands how to add them (English Appendix 1 Y3 & 4).	Understands which letters, when adjacent to one another, are best left unjoined.
Uses some vocabulary for effect, according to audience and purpose, including that used in drama, debate and formal presentations. <i>(*Partly evident in writing.)</i>	Uses adjectives, nouns and prepositions to expand noun phrases appropriately (the argumentative alligator; a bright blue lizard with sharp, beady eyes).	Organises ideas into paragraphs around a theme.	Spells near homophones (English Appendix 1 Y3 & 4).	Increases the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Uses Standard English, rather than local spoken forms, for verb inflections, e.g. we were instead of we was; I did instead of I done.		Spells words that are often misspelt (English Appendix 1 Y3 & 4).	
Checks and corrects spelling and punctuation errors in accordance with expected knowledge (See English Appendix 1 Y3 & 4 and Appendix 2 Y4). <i>(*Partly judged by outcome.)</i>	Uses inverted commas and other punctuation to indicate direct speech ("Go away!" he shouted...).		Applies the rules and patterns of spelling as indicated in English Appendix 1 Y3 & 4.	
	Where appropriate, uses a comma after a fronted adverbial.			
	Uses an apostrophe to indicate possession with a plural noun (the girls' names).			
	Uses the grammatical terminology in English Appendix 2 Y1 - 4 when discussing own and others' writing.			
			<i>*All italics - LPS addition</i> <i>Red text: Key indicators. Evidence in children's independent writing. (100% for secure.)</i> <i>Black text: Requires assessment by other means (eg class/group observations).</i> <i>Green text: To be assessed through written work and other observations but used to inform, not over-rule, overall judgement. (Separately tested at end of KS.)</i>	