

Year 4 Writing Assessment Framework



WORKING TOWARDS THE EXPECTED STANDARD (b/b+)

C: - Plan writing by discussing writing which is similar in order to understand and learn from its structure, vocabulary and grammar		C: - Draft and write by composing and rehearsing sentences orally. (including dialogue)	
C: - Show some awareness of using paragraphs to organise and structure writing (although not always done correctly).		C: - In non-narrative, use simple structural devices (e.g. headings, and sub-headings)	
C: - In narratives, create settings, characters and plot		C: - proof read to identify and edit: <ul style="list-style-type: none"> • basic punctuation errors • nouns and verbs (extended phrases) 	
VGP - Use inverted commas to indicate direct speech (not necessarily other punctuation i.e. the reporting comma e.g. The conductor shouted, "Sit down!")		VGP - Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	
A . ? , (lists) (contraction) (mostly correctly)		Spell some words correctly (3-4)	
VGP - Expands simple noun phrase and verb phrase using adjectives and adverbs to create expanded phrases.		Handwriting - Increase legibility, consistency and quality of handwriting e.g. by beginning to ensure that 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	

WORKING AT THE EXPECTED STANDARD (W/W+)

C: - plan writing by discussing and recording ideas.		C: - organise paragraphs around a theme	
C: - draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary.		C: - in narratives, creating settings, characters and plot with consideration for the audience and purpose	
C: - Evaluate and edit by assessing the effectiveness of own and others' writing suggesting improvements		C: -Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials	
VGP - Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done		VGP - Use noun (subject) phrases expanded by the addition of modifying adjectives, nouns (object) and prepositional phrases e.g. the teacher expanded to: the strict maths teacher with curly hair	
VGP - Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas		VGP -Use fronted adverbials demarcating accurately with a comma e.g. Later that day, I heard the bad news.	
VGP - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including however, therefore etc.		VGP - Use conjunctions, adverbs and prepositions to express time and cause	
Spelling - Spell many of the year 3/4 words correctly.		Handwriting - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	

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WORKING AT GREAT DEPTH WITHIN THE EXPECTED STANDARD (s/s+)

<p>C: - Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p>		<p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using a variety sentence structures (appendix 2)</p>	
<p>VGP Understands the grammatical difference between plural and possessive -s</p>		<p>VGP Extending the range of sentences with more than one clause by using a wider range of conjunctions, including, although, however</p>	
<p>VGP indicating possession by using the possessive apostrophe with singular and plural nouns</p>		<p>Spelling - spell most of the Year 3/4 words correctly.</p>	
<p>Handwriting - Increase the legibility, consistency and quality of his/her handwriting e.g. 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</p>			