**Year 4 Writing Assessment Objectives - Working at the expected standard**

Evidence must come from a range of pieces with different purposes and audiences.

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|  | Date started |  | Dates seen in work |
| 1a |  | I can spell some homophones correctly (there, their, they’re; your, you’re) |  |
| 1b |  | I can use the first few letters of a word to check its spelling in a dictionary |  |
| 1c |  | I can spell most words correctly from the Year 3/4 list |  |
| 1d |  | I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far |  |
| 2a |  | I can write quickly, keeping most of my letters the same size and on the line |  |
| 2b |  | I can join most letters |  |
| 3a |  | I can describe settings, using a wide range of descriptive words |  |
| 3b |  | I can show how I feel about a character using carefully chosen words |  |
| 3c |  | I can begin to use figurative language such as similes and alliteration |  |
| 3d |  | I can use formal language in non-fiction writing |  |
| 3e |  | I can make improvements to my writing before the teacher checks it: this could include better word choices |  |
| 4a |  | I can group ideas into paragraphs and use topic sentences to introduce them |  |
| 4b |  | I can present my non-fiction writing clearly using headings and subheadings |  |
| 4c |  | I can use pronouns (he, she, it, they) to avoid repeating nouns and to link my sentences together |  |
| 5a |  | I can use coordinating conjunctions (and, but, so, or) to create longer sentences |  |
| 5b |  | I can use subordinating conjunctions (when, if, because, although) to create longer sentences |  |
| 6a |  | I can expand noun phrases using adjectives and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) |  |
| 6b |  | I can use the present and past tense correctly |  |
| 6c |  | I can include **adverbs** (then, next, soon, therefore) and **prepositions** (before, after, during, in, because of) to show when, where, why and how something happened |  |
| 6d |  | I can correctly punctuate speech with inverted commas and other punctuation |  |
| 6e |  | I can use Standard English verb forms (*we were* instead of *we was* and *I did* instead of *I done*) |  |
| 6f |  | I can use full stops and capital letters accurately |  |
| 6g |  | I can use apostrophes for possession (to show that something belongs to someone) for singular and plural nouns (Sophie’s hat; boys’ toilets) |  |
| 6h |  | I can include fronted adverbials followed by a comma |  |
| 6i |  | I can check my work for spelling and punctuation errors |  |

**Working towards the expected standard**

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|  | Date started |  | Dates seen in work |
| 1e |  | I can use a dictionary with the help of an adult |  |
| 1f |  | I can spell some words correctly from the Year 3/4 list |  |
| 2c |  | I can write clearly with some joins |  |
| 3f |  | I can write stories with a setting, choosing some words carefully |  |
| 4d |  | I can regularly use paragraphs |  |
| 5c |  | I can use coordinating conjunctions (and, but, so, or) |  |
| 5d |  | I can include questions in at least one piece of writing |  |
| 6j |  | I can use the present and past tense mostly correctly |  |
| 6k |  | I can use full stops and capital letters in most of my work |  |

**Working at greater depth within the expected standard**

Evidence must come from a range of pieces with different purposes and audiences, including two pieces where I have chosen my own purpose or audience

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|  | Date started |  | Dates seen in work |
| 1g |  | I can confidently and regularly use a dictionary to check unfamiliar spellings |  |
| 1h |  | I can spell all words from the Year 3/4 list |  |
| 2d |  | I can write quickly and neatly with all appropriate joins |  |
| 3g |  | I can select vocabulary that will purposefully entertain and interest my reader |  |
| 3h |  | I can write formally, including a lot of detail in my work |  |
| 4e |  | I can link all my sentences and paragraphs with pronouns, adverbs and conjunctions |  |
| 5e |  | I can use subordinating conjunctions (when, while, after, before) at the beginning of some sentences and in the middle of other sentences  |  |
| 6l |  | I can use all the punctuation taught in Year 4 (full stops, capitals, commas for lists, commas after fronted adverbials, inverted commas, other speech punctuation, question marks, exclamation marks and apostrophes) |  |