

Year 4 Writing assessment:	
	Use beyond the first letter of a word when using a dictionary to check spelling
	Prefix auto
	Suffix: less and ment
	zhuh spelt -sure, u spelled ou
	<b>Expand noun phrases using modifying adjectives, nouns and prepositions e.g. the teacher - the strict maths teachers with curly hair, the wing - the golden wings covered</b>
	<b>Use fronted adverbial, punctuated with a comma to express time, place and cause</b>
	<b>Consolidate from Y3: Use an increasing range of sentence structures including simple,</b>
	<b>Adopt some simple form for the genre they are writing (the style of writing is in-keeping</b>
	<b>Write narratives creating setting characters and plot</b>
	<b>Use the full range of punctuation taught in KS1, Y3 and Y4: Capital letters, Full Stops,</b>
	<b>Question Marks, Exclamation Marks, Apostrophes for contraction and possession,</b>
	<b>Proof read and edit for improvements linked to taught spelling, punctuation and grammar.</b>
	Discuss writing similar to that which they are planning to write in order to understand and
Draft and write by: composing and rehearsing sentences orally (including dialogue),	
Handwriting: Leave e, f, r, s and z unjoined	
Spring	Confidently use a thesaurus to improve their word choices.
	Spell: words ending in ous and sion, s spelled sc, eigh, ei and ey
	Use spell words with the prefixes: mis inter il
	Homophones: groan/grown main/mane reign/rain/rein peace/piece berry/bury
	<b>Use present perfect correctly (have and has)</b>
	<b>Choose pronouns and nouns to aid cohesion and avoid repetition</b>
	<b>Choose and use averbials to aid cohesion and link paragraphs/sentence</b>
	<b>Use a comma if reporting clause comes before the direct speech e.g. The conductor shouted, "Sit down!"</b>
	<b>Extending the range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, if, therefore, because, although).</b>
	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
<b>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</b>	
Summer	Suffix ion.
	Spelling words ending in gue.
	Homohones: heal/heel/he'll missed/mist who's/whose accept/except affect/effect
	Spell most year 4 common exception words-
	Use the possessive apostrophe accurately in words with regular plurals E.G girls' boys' and in words with irregular plurals E.G children's.
	<b>Use an increasing range of multi-clausal sentence structures, effectively using: conjunctions, adverbs and prepositions to express time, cause and place.</b>
	<b>Use the full range of punctuation taught in KS1, Y3 and Y4: Including correctly punctuating speech when the reporting clause changes position: The conductor shouted, "Sit down!"</b>
	Use year 3 organisation devises; headings, subheadings and bullet points as well as captions, diagrams and labels
	<b>Work is coherent, well structured and organised with a simple opening, closing and with ideas developed logically</b>
	Can choose language according to formality (no contractions/slang in formal)
	Ensure that the down strokes of letters are parallel and equidistant
Lines of writing are spaced so that the ascenders and descends of letters do no touch	
GDS	<b>Accurately use all taught punctuation</b>
	<b>Spell mostly accurately all words, spelling patterns, prefixes and suffixes taught</b>
	<b>Select language appropriate to the purpose and audience</b>
	<b>Draw on their experiences and what they have read n their writing</b>