

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
	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
	Use fronted adverbial, punctuated with a comma to express time, place and cause
	Consolidate from Y3: Use an increasing range of sentence structures including simple,
	Adopt some simple form for the genre they are writing (the style of writing is in-keeping
	Write narratives creating setting characters and plot
	Use the full range of punctuation taught in KS1, Y3 and Y4: Capital letters, Full Stops,
	Question Marks, Exclamation Marks, Apostrophes for contraction and possession,
	Proof read and edit for improvements linked to taught spelling, punctuation and grammar.
	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
	Use present perfect correctly (have and has)
	Choose pronouns and nouns to aid cohesion and avoid repetition
	Choose and use adverbials to aid cohesion and link paragraphs/sentence
	Use a comma if reporting clause comes before the direct speech e.g. The conductor shouted, "Sit down!"
	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).
	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
Summer	Suffix ion.
	Spelling words ending in gue.
	Homophones: 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.
	Use an increasing range of multi-clausal sentence structures, effectively using: conjunctions, adverbs and prepositions to express time, cause and place.
	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!"
	Use year 3 organisation devices; headings, subheadings and bullet points as well as captions, diagrams and labels
	Work is coherent, well structured and organised with a simple opening, closing and with ideas developed logically
	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 descenders of letters do not touch	
GDS	Accurately use all taught punctuation
	Spell mostly accurately all words, spelling patterns, prefixes and suffixes taught
	Select language appropriate to the purpose and audience
	Draw on their experiences and what they have read in their writing