



YEAR 4 WRITING ASSESSMENT

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Handwriting			
Begin to develop a consistent and efficient style of handwriting.			
Planning, Composition and Editing			
Use an individual story map to plan the order of a story.			
Decide appropriate paragraph breaks for writing.			
Add and remove things to improve writing.			
Correct basic punctuation (capital letters, full stops, commas in a list, speech punctuation)			
Correct, edit and improve writing.			
Grammar and Punctuation			
Use expanded noun phrases with modifiers.			
Use ambitious adjectives to enhance the nouns in the writing.			
Choose the most appropriate nouns and pronouns.			
Choose the most appropriate verbs to accurately describe to the reader what is being described.			
Begin to extend sentences to add more detail by using a variety of subordinating conjunctions (all of those from Year 2 and Year 3 plus during, since) at the start and in the middle of a sentence.			
Begin to use the acronym FANBOYS to help remember coordinating conjunctions (for, and, nor, but, or, yet, so)			
Use an apostrophe mostly correctly for plural possession with regular plurals (boys'/ girls')			
Use a comma after a fronted adverbial some of the time.			
Use dialogue in a story and mark it correctly most of the time.			
Mark the reporting clause (who said it) with a comma when it is not at the end of the sentence most of the time.			
Use prepositions as fronted adverbials.			
Use similes to describe things in my writing.			
Expand some sentences using subordinate clauses to give more detail about an event.			
Use simple sentences for dramatic effect.			
Use conjunctions to create compound and complex sentences.			
Use a comma after fronted adverbials most of the time.			
Use a subordinating conjunction at the start of a sentence to create a complex sentence.			
Mark a subordinating clause at the start of a sentence with a comma some of the time.			
Include a range of sentences types in my writing.			
Greater Depth			
Write confidently for a range of purposes.			
Write in clear sentences and use the punctuation taught mostly correctly independently (including marking fronted adverbials and a sentence starting with a subordinate clause with a comma).			
Show evidence of considering how to write effectively for the set purpose independently e.g. addition of adverbs and adjectives to enhance meaning, addition of short sentences to build tension, use of dialogue to show character or advance action.			
Use a range of conjunctions to extend sentences.			
Organise writing according to the task e.g. sub-headings, correct use of paragraphing etc.			