

Pirton Hill Primary School Assessment Framework for Writing – Year 4 Expectations

Name:						
	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<u>Composition</u> Paragraphs organise ideas around a theme.						
Confidently uses paragraphs, heading and sub headings to organise and structure writing.						
Paragraphs shift to indicate a change in setting, character, plot and time.						
Create and develop settings, characters and plot for narrative.						
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements.						
Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.						
Proof-read for spelling, grammatical and punctuation errors.						
Read aloud confidently their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.						
<u>Vocabulary , grammar and punctuation</u> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because although.						
Use a wider range of conjunctions to express time, place and cause (when, before, after, while, so, because).						
Use a wider range of adverbs to express time, place and cause (then, next, soon, therefore)						
Use a wider range of prepositions to express time, place and cause (before, after, during, in, because of)						
Use the present perfect form of verbs in contrast to the past tense.						
Fronted adverbials e.g. Later that day, I heard the bad news.						
Using commas after fronted adverbials						
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).						
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.						
Using and punctuating direct speech.						
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.						
<u>Handwriting</u> Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).						
<u>Transcription</u> Use further prefixes and suffixes and understand how to add them (English Appendix 1)						
Spell further homophones and words that are often misspelt (English Appendix 1)						
Accurate use of apostrophes to mark plural possession including irregular plurals e.g. the girl's name, the girls' names, children's.						
Understand the grammatical difference between plural and possessive –s.						
Use the first two or three letters of a word to check its spelling in a dictionary.						