

Year 4 statutory assessment – Working towards the expected standard

Name:								Collection
I can write for a range of purposes and genres including a short story.								
• Demarcating all sentences with:	• Capital letters							
	• Full stops, exclamation marks or question marks							
And mostly correct use of:	• Inverted commas for direct speech							
	• Commas for lists							
	• Commas after adverbial phrases							
	• Colons to introduce a list							
	• Apostrophe for singular possession							
• Using paragraphs to group material and/or headings/sub-headings in most of my writing								
• Using some expanded noun phrases to specify with the use of a pre or post modifier								
• Using present, past and future tense mostly correctly and some use of the perfect								
• Using co-ordination (for/and/nor/but/or/yet/so)								
• Using some sub ordination (when/if/that/because/after/although/before/even though/whereas/whilst))								
• To begin to use an adverbial phrase (time/place/manner)								
• Use some words to replace said in dialogue								
• Spell most Y1 and Y2 common exception words correctly and spell some Y3 and Y4 words correctly								
• Spell most contracted words correctly								
• Adding prefixes and suffixes to spell many words correctly in my writing e.g. suffix – -ment, -ness, -ful, -ly, -ion E.g. prefix re--, anti-, sub-, dis-, in-, im-, il-, un-, mis-, inter-								
• Using the diagonal and horizontal strokes needed to join letters in most of my writing,								
• Writing all letters to the correct size, orientation and relationship to one another								

Year 4 assessment – Working at the expected standard

Name:								Collection
I can write for a range of purposes and genres including a short story.								
<ul style="list-style-type: none"> Demarcating all sentences with: 	Capital letters							
	Full stops, or							
	exclamation marks, or							
	question marks							
<ul style="list-style-type: none"> And mostly correct use of: 	Inverted commas for direct speech and new speaker new line							
	Commas for lists							
	Commas after adverbial phrases and between clauses							
	Colons to introduce a list							
<ul style="list-style-type: none"> Beginning to use an ellipsis to keep the reader hanging on 								
<ul style="list-style-type: none"> Mostly correct use of apostrophes for singular possession and beginning to use apostrophes for plural possession 								
<ul style="list-style-type: none"> Use paragraphs to group material and/or headings/sub headings 								
<ul style="list-style-type: none"> For fiction pieces: writing a narrative with a setting, characters and plot, including some dialogue For non-fiction: headings/sub headings (if appropriate) and an introduction and conclusion paragraph 								
<ul style="list-style-type: none"> Use some cohesive devices across paragraphs and sentences (pronouns, repeated nouns and adverbials) e.g. that afternoon, yesterday, meanwhile, therefore 								
<ul style="list-style-type: none"> Choose more ambitious vocabulary; verbs, nouns, adverbs etc for effect 								
<ul style="list-style-type: none"> Use modal verbs in the present tense 								
<ul style="list-style-type: none"> Use expanded noun phrases with pre and post modifiers and with some qualifiers to describe and specify 								
<ul style="list-style-type: none"> Using present, past, future and perfect tense correctly and consistently, including irregular verbs 								
<ul style="list-style-type: none"> Correct use of 1st and 3rd person in most of my writing 								
<ul style="list-style-type: none"> Using a range of co-ordinating conjunctions (for/and/nor/but/or/yet/ so) 								
<ul style="list-style-type: none"> Using a range of subordination including e.g. although/before/even though/though/whereas/whilst/just as/now that/as long as/as soon as) 								
<ul style="list-style-type: none"> Use adverbial phrases to give more detail and use them in different positions within the sentence (fronted, embedded, at the end) 								
<ul style="list-style-type: none"> Use a modifier in front of an adverb eg. Quite, very, rather, too, so 								
<ul style="list-style-type: none"> Beginning to use different ways of starting sentences: <ul style="list-style-type: none"> - ed word to start a sentence e.g. Frightened, Tom ran from school. -ing clauses e.g. Grinning menacingly, he slipped the treasure in his pocket. simile e.g. Like a wailing cat, the ambulance screamed down the road. 								

• Beginning to use relative clauses with the relative pronouns who/ which/whose/that/ where/when							
• Use varied verbs with adverbs for said e.g. Hello, she whispered shyly.							
• Use some indirect speech in writing e.g. He told me that ...							
• Writing contains a variety of long sentences to add description and short sentences for emphasis							
• Spell most Y3 and Y4 common exception words correctly							
• Adding prefixes and suffixes to spell many words correctly in my writing							
• e.g. suffix – -ment, -ness, -ful, -ly, -ion							
• E.g. prefix re--, anti-, sub-, dis-, in-, im-, il-, un-, mis-, inter-							
• Using the diagonal and horizontal strokes needed to join letters in most of my writing,							

Year 4 assessment – Working at greater depth within the expected standard							
Name:							Collection
I can write for a range of purposes and genres including a short story.							
• Mostly correct use of apostrophes for singular and plural possession							
• Use a variety of cohesive devices across paragraphs and sentences to make the piece flow							
• Using relative clauses in writing and punctuating correctly							
• Using a variety of sentence starters across a piece of writing							
• Spell all Y3 and Y4 common exception words correctly							