**Year 4 Writing Assessment Framework**

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| Date work: | |  |  |  |  |  |  |
| Working towards the expected standard | | | | | | | |
| Write coherent narratives (fiction and non-fiction) by beginning to… | Ambitious verb choices to enhance meaning |  |  |  |  |  |  |
| Accurate use of proper nouns and pronouns |  |  |  |  |  |  |
| Using appropriate language choices |  |  |  |  |  |  |
| Using expanded noun phrases to describe characters and settings |  |  |  |  |  |  |
| Accurate sequence of plot |  |  |  |  |  |  |
| Simple organisational devices |  |  |  |  |  |  |
| Demarcating many sentences with… | KS1 punctuation |  |  |  |  |  |  |
| Commas to demarcate adverbs |  |  |  |  |  |  |
| Some speech punctuation |  |  |  |  |  |  |
| Beginning to use a range of different sentence structures | Time, place and cause conjunctions |  |  |  |  |  |  |
| Adverbs and prepositions |  |  |  |  |  |  |
| Using a range of coordinating and subordinating conjunctions | |  |  |  |  |  |  |
| Using present and past tense verb forms mostly correctly | |  |  |  |  |  |  |
| Spell some words with prefixes *(dis, re, in, mis, sub)* and suffixes *(ful, less, ly, ment, ness)* correctly | |  |  |  |  |  |  |
| Spelling some Year 3 words correctly | |  |  |  |  |  |  |
| Working at the expected standard | | | | | | | |
| Write coherent narratives (fiction and non-fiction) by engaging reader and establishing view point | In narrative, stories have a clear structure |  |  |  |  |  |  |
| Paragraphs used appropriately |  |  |  |  |  |  |
| Character and setting descriptions using prepositional phrases |  |  |  |  |  |  |
| In non-narrative, topic sentences to introduce paragraph |  |  |  |  |  |  |
| Accurate technical language |  |  |  |  |  |  |
| Informative organisational devices |  |  |  |  |  |  |
| Use of nouns and pronouns to avoid repetition |  |  |  |  |  |  |
| Consistent use of standard English |  |  |  |  |  |  |
| Demarcating most sentences with… | KS1 punctuation *(capital letters, full stops, commas in a list, question and exclamation marks)* |  |  |  |  |  |  |
| Speech written and punctuated accurately |  |  |  |  |  |  |
| Comma for fronted adverbials |  |  |  |  |  |  |
| Apostrophes to show omission and singular possession and plural possession with increasing confidence |  |  |  |  |  |  |
| Using a wider range of conjunctions with increased confidence and accuracy | Coordinating *(****and, but, or****, for, so)* |  |  |  |  |  |  |
| Subordinating *(****when, if, because,*** *although, before, since, while)* |  |  |  |  |  |  |
| Vary sentence structure by using fronted adverbials | |  |  |  |  |  |  |
| Use ambitious word choices for expanded noun phrases for precise description regularly including modifying adjectives | |  |  |  |  |  |  |
| Consistent and correct tense throughout | |  |  |  |  |  |  |
| Spell many words with prefixes *(il, auto, super, inter, anti)* and suffixes *(ation, ous)* correctly | |  |  |  |  |  |  |
| Spell most Year 3 and Year 4 words correctly | |  |  |  |  |  |  |
| Producing legible joined writing maintaining fluency and speed | |  |  |  |  |  |  |
| Working at greater depth | | | | | | | |
| More ambitious word choices to engage and effect the reader | |  |  |  |  |  |  |
| Show variation at the beginning of sentences to build cohesion varying between adverbs, adverbial phrases and prepositional phrases | |  |  |  |  |  |  |
| Varying the location of direct speech, punctuating accurately, and adding detail to the character | |  |  |  |  |  |  |
| Consistently show a wide range of sentence types to show an effect on the reader | |  |  |  |  |  |  |
| Show clear cohesion between sentences and paragraphs using adverbials of time, place and manner | |  |  |  |  |  |  |
| Spell most words correctly from the Year 3 and 4 statutory spelling lists | |  |  |  |  |  |  |
| Edit and improve writing with increasing independence | |  |  |  |  |  |  |