



Year 4
Assessment Grid

Writing

Spelling

Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-

Understand and add suffixes -ation, -ous

Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician

Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique

Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's

Spell more complex words that are often misspelt Ref:English Appendix 1

Spell words with the 's' sounds spelt 'sc' e.g. science, scene

Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's

Use the first three or four letters of a word to check its spelling in a dictionary

Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far



Year 4
Assessment Grid

Writing

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Composition

Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar

Plan his/her writing by discussing and recording ideas

Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (Ref:English Appendix 2)

Draft and write by organising paragraphs around a theme

Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose



**Year 4
Assessment Grid**

Writing

Draft and write non-narrative material, using simple organisational devices

Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements

Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials

Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials

Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar and Punctuation

Understands the grammatical difference between plural and possessive -s

Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done

Use 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



Year 4
Assessment Grid

Writing

<div data-bbox="82 188 288 399" data-label="Image"> </div> <div data-bbox="324 150 600 234" data-label="Text"> <p>Year 4 Assessment Grid</p> </div> <div data-bbox="324 255 542 322" data-label="Section-Header"> <p>Writing</p> </div>																																		
<p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p>																																		
<p>Use paragraphs to organise ideas around a theme</p>																																		
<p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>																																		
<p>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, Sit down!</p>																																		
<p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</p>																																		
<p>Use commas after fronted adverbials</p>																																		
<p>Understand the following terminology: Determiner. Pronoun, possessive pronoun. Adverbial</p>																																		