

Writing Assessment – Purple (Y4 28 objectives)

Expected for the Autumn Term (EXS)	Expected for the Spring Term (EXS) (Greater Depth in the Autumn Term)	Expected for the Summer Term (EXS) (Greater Depth in the Spring Term)	Greater Depth in the Summer Term (GDS)	
Secure in previous year group + 25% (7 or more) of objectives secure All must be underlined objectives.	50% (14 or more) of objectives secure A significant quantity of which are the underlined objectives.	75% (21 or more) of objectives secure (all underlined objectives).	All objectives mastered, embedded and applied consistently with appropriate authorial style for their age.	
<p>Children working within the correct year group objectives, but not in the above categories, are 'working towards standard' (WTS)</p> <p>Children working within a different year group objectives are 'below' (BLW)</p> <p>Children working within a different key stage objectives are 'pre-key stage' (PKS) except where they are in Y3 working at Y2 which will be termed as BLW.</p>				
Handwriting	Construction & Organisation of sentences and texts	Writing for effect	Punctuation	Spelling
<p>All handwriting is neat, consistently sized and letters are correctly joined.</p>	<p><u>Writes in the past and present tense accurately (including using the present perfect form of verbs in contrast to the past tense. e.g. He has gone out to play/He went out to play.)</u></p>	<p><u>Begins sentences in a variety of ways:</u></p> <ul style="list-style-type: none"> • <u>Fronted adverbials (time, manner and prepositions).</u> <u>In the morning,</u> <u>With fear and dread, he opened the door.</u> <u>On the horizon,</u> • <u>Conjunctions</u> <u>Although it was icy outside,</u> <u>As he entered the room,</u> 	<p><u>Uses the rules of dialogue accurately:</u></p> <ul style="list-style-type: none"> • <u>Inverted commas around speech.</u> • <u>Capital letter at the beginning of speech.</u> • <u>New line for a new speaker.</u> • <u>Punctuating speech accurately inside the inverted commas.</u> • <u>Can place the explanation of speaker at the beginning, middle and end, and punctuate correctly.</u> 	<p><u>Knows and spells most homophones up to year 4 correctly. (see list)</u></p>
Evidence:	<p><u>Uses a wider range of conjunctions:</u></p> <ul style="list-style-type: none"> • <u>Subordinating: although, therefore, meanwhile, as</u> • <u>Coordinating: FANBOYS</u> • <u>Time adverbials</u> <p>Uses subordinate clauses to create multi-clause sentences e.g. 'Hearing a terrifying noise behind them, the girls ran as fast as they could.' or 'The delivery man, who drove a red van, arrived at the depot two hours late.'</p>	<p>Noun phrases expanded with adjectives, adverbs, nouns and prepositional phrases.</p> <p>Uses a wider and increasingly ambitious vocabulary e.g. grotesque, morose, abode.</p> <p>Uses some similes and metaphors.</p>	<p><u>Uses commas to demarcates phrases and clauses.</u></p> <p><u>Uses the possessive apostrophe accurately for regular and irregular plurals e.g. the lions' cubs; the children's writing.</u></p> <p><u>Continue to use an increasing range of punctuation. , ? ! "" CL</u></p> <p><u>Edits and adapts own writing to improve grammatical accuracy, vocabulary, spelling and punctuation.</u></p>	<p><u>Spells most (at least 90%) of the Year 3 and 4 National Curriculum word list correctly.</u></p> <p><u>Usually chooses the correct suffix for 'ssion' 'sion', 'cian' and 'tion'.</u></p> <p><u>Applies a variety of rules for adding suffixes 'ing', 'er', 'en' and 'ed' e.g forget forgetting, prefer preferred, garden gardening.</u></p> <p><u>Applies 'ly' suffix to words ending in 'y', 'le' and 'ic'</u></p> <p><u>Uses the suffix 'ous'.</u></p> <p>Uses a greater range of prefixes and spells most of these prefixes correctly e.g, 'un', 'dis', 'mis', 're', 'super', 'im', 'il', 'ir', 'in' 'sub', 'inter', 'anti' and 'auto'.</p> <p>Applies irregular spelling rules most of the time: ou as in u (young) ch as in (chef) sc as an s e.g. science eigh ei ey spellings sure and ture. gu as in guard</p>
	<p><u>Plans using a written form with some detail.</u></p> <p><u>Writes paragraphs in narrative which indicate changes in theme, time, setting or to organise information in non-fiction writing.</u></p>	<p><u>Develops character or setting by describing more elements of characterization, such as: how a character looks, behaves, speaks and moves</u></p> <p><u>Shows an awareness of when to use standard and non-standard English, depending on text type. e.g. verb inflections. e.g. We were instead of we was. I did / I do</u></p>		
	<p>Makes some simple links between paragraphs through use of adverbials and prepositions e.g. After they had eaten breakfast...; Secondly, it is dangerous to...</p>			
	<p><u>Key features of text evident (including attempting to adopt viewpoint with appropriate genre).</u></p>			
	<p><u>Appropriate choice of pronoun/noun within and across sentences to aid cohesion and avoid repetition. e.g. 'the Alsatian' instead of 'the dog'.</u></p>			

