

ASSESSMENT GRID FOR WRITING YEAR 4

	STAGE C CONTINUED: Typical Range of Year 4 Attainment		
	4.1	4.2	4.3
	Beginning to develop Year 4 expectations	Embedding understanding of Y4 expectations	Demonstrates mastery and application of Y4 expectations
Sentence Structure	Fronted adverbials used to add clarity: *When (e.g. Later the same day...)	Fronted adverbials used to add clarity: *How (e.g. Quickly turning...slowly walking...) *Where (e.g. In a far-away land...)	Sometimes varies sentence structure through complex openings: *Adverbials (e.g. Sometime later...As we ran...Once we arrived...), *Subject reference (e.g. The boys, Our gang...) *Speech
	Sometimes expands noun phrases by the addition of a modifying adjective e.g. <i>the strict maths teacher with curly hair</i> turned to stare at her. And/or expands noun phrases by the addition of a prepositional phrase e.g. <i>the enormous spider in the bath</i> ran to take cover		Noun phrases are expanded by the addition of a modifying adjective e.g. <i>his fierce face with blazing eyes</i> And/or usually expands noun phrases by the addition of a prepositional phrase e.g. <i>the greasy meat on her plate</i> was untouched
			Uses standard English forms for verb inflections instead of local forms e.g. 'we were' instead of 'we was'
	Continues to use a variety of sentence types including simple, compound and complex		Continues to use a variety of sentence types including simple, compound and complex with a growing range of subordinating conjunctions e.g. previous range + until, unless, since, while, whereas
Punctuation	Sometimes uses a comma after a fronted adverbial, e.g. <i>Quickly turning, the boy saw the creature coming towards him.</i>	Usually uses a comma after a fronted adverbial	Uses a comma after a fronted adverbial
	Beginning to use apostrophes to mark plural possession (where appropriate)	Shows understanding of the distinction between apostrophes to mark singular and plural possession, e.g. <i>The girl's name</i> as opposed to <i>The girls' names</i>	Usually uses apostrophes to mark singular and plural possession (where appropriate)
	Usually uses inverted commas to demarcate speech	Mostly uses inverted commas to demarcate speech	Sometimes follows punctuation rules for speech e.g. <i>He said, "Follow the rules!"</i> (commas after the reporting clause; end punctuation within inverted commas) Starting to use a new line each time there is a new speaker

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	Beginning to develop Year 4 expectations	Embedding understanding of Y4 expectations	Demonstrates mastery and application of Y4 expectations
Text structure and organisation	Sometimes organises ideas into paragraphs around a theme		Usually organises ideas into paragraphs around a theme
			Writes a well-structured form with appropriate elements e.g. five part story – beginning, build up, problem, resolution and ending
	Beginning to link information within and across sentences through: Pronouns e.g. <i>The man, he, Jonny (to avoid repetition)</i>	Writing evidences awareness of how to vary nouns to avoid repetition e.g. in describing trees in the forest will select nouns carefully e.g. <i>trees, branches, limbs, twigs etc</i>	Usually makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	Simple adverbials are used to start sentences	Simple adverbials are used to open/start a section and also as a device to connect the sections to each other e.g. <i>When we arrived..., Before he left...</i>	Can link information across sentences by using connectives e.g. <i>The coach is worried about how we will do this season. We started badly because Louise, our star player, broke her leg last month. Despite this, we are winning games. (Because: links the coach's worries to Louise's broken leg. Despite this: shows contrast between coach's worries and actual performance)</i>
Composition And Effect			Building a rich and varied vocabulary and sometimes uses words effectively and deliberately to create a desired effect, e.g. <i>expanded noun phrases, adverbial phrases</i> appropriate verb choice etc (although style may not be consistent)
	Speech is used with more confidence to add extra character information	Conveys characterisation through dialogue and makes appropriate verb choices e.g. <i>whispered, screeched, bellowed, snarled</i>	Viewpoint and/or characterisation are conveyed through description, behaviour and dialogue where appropriate e.g. <i>Lisa stormed through the hall and screeched, "Time is up!"</i>
			In narrative creates settings characters and plot.
Performance			Read aloud 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.