

# Writing Assessment – Year 4

Autumn Term	Spring Term	Summer Term
<b>Handwriting</b>	<b>Handwriting</b>	<b>Handwriting</b>
<ul style="list-style-type: none"> <li>Form all lower case letters in the correct direction and that are smaller than capitals</li> <li>Form capital letters correctly that are larger in size and use straight lines</li> <li>Use finger spaces of consistent size</li> <li>Use horizontal strokes to join letters in much of their writing across all pieces of work</li> <li>Understand which letters are best left unjoined and apply this knowledge to most of their writing</li> <li>Show thought over the spacing of lines so that ascenders and descenders do not touch in some of their writing</li> </ul>	<ul style="list-style-type: none"> <li>Form all lower case letters in the correct direction and that are smaller than capitals</li> <li>Form capital letters correctly that are larger in size and use straight lines</li> <li>Use finger spaces of consistent size</li> <li>Use horizontal strokes to join letters in much of their writing across all pieces of work</li> <li>Understand which letters are best left unjoined and apply this knowledge to most of their writing</li> <li>Show thought over the spacing of lines so that ascenders and descenders do not touch in much of their writing</li> <li>Increase the legibility and consistency of handwriting</li> </ul>	<ul style="list-style-type: none"> <li>Form all lower case letters in the correct direction and that are smaller than capitals</li> <li>Form capital letters correctly that are larger in size and use straight lines</li> <li>Use finger spaces of consistent size</li> <li>Use horizontal strokes to join letters in much of their writing across all pieces of work</li> <li>Understand which letters are best left unjoined and apply this knowledge to most of their writing</li> <li>Show thought over the spacing of lines so that ascenders and descenders do not touch in most of their writing</li> <li>Increase the legibility and consistency of handwriting so that downstrokes of letters are parallel and equidistant</li> </ul>
<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>
<ul style="list-style-type: none"> <li>Place apostrophe in regular possessive plurals correctly and begin to use apostrophes in possessive irregular plurals</li> <li>Spell many (about half) of the common exception words for years 3 &amp; 4</li> <li>Write from memory some simple sentences, dictated by the teacher, that include some spellings and punctuation taught so far with some inconsistencies and errors</li> <li>Spell some less common homophones</li> <li>Use a dictionary to check the spelling of given words using the first 2 or 3 letters</li> <li>Use the prefixes mis- dis- un- in their writing, know their meaning and spell words using them correctly in tests and writing.</li> <li>Know how to spell some words with the sound -ous</li> <li>Spell using some of the endings -tion -sion and -cian</li> <li>Spell some words with the k sound spelt “ch”</li> <li>Spell some words with the sh sound spelt ch</li> <li>Spell some words with the k sound spelt que</li> <li>Spell some words with the e sound spelt ei</li> <li>Spell using the plural possessive apostrophe in some words</li> </ul>	<ul style="list-style-type: none"> <li>Place apostrophes in regular and irregular plurals in much of their writing</li> <li>Spell most of the common exception words for years 3 &amp; 4</li> <li>Write from memory many simple sentences, dictated by the teacher, that include much of the punctuation and many spelling words taught so far with minimal errors</li> <li>Spell many further homophones</li> <li>Use a dictionary to check the spelling of an error pointed out by a teacher using the first 2 or 3 letters of the word</li> <li>Use the prefixes un- mis- dis- in- il- im- ir- re in their writing and tests and understand the meaning of these and the rules for how to add them</li> <li>Know how to spell many words with the suffix -ous and some of the rules for adding this</li> <li>Spell using the endings -tion -sion -ssion and -cian and know some rules relating to adding these</li> <li>Spell many words with the k sound spelt “ch”</li> <li>Spell many words with the sh sound spelt ch</li> <li>Spell many words with the k sound spelt que</li> <li>Spell many words with the e sound spelt ei, eigh, ey</li> <li>Spell using the plural possessive apostrophe in many words</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophes for regular and irregular plurals correctly and consistently in many pieces of writing</li> <li>Spell the common exception words for years 3 &amp; 4</li> <li>Consistently and accurately write from memory any simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>Spell most further homophones</li> <li>Independently use a dictionary to check the spelling of a word they are unsure of using the first 2 or 3 letters of the word</li> <li>Use the prefixes un- mis- dis- in- il- im- ir- re- sub- auto- anti- super- inter- in their writing and tests and understand the meaning of these and the rules for how to add them</li> <li>Spell words using the suffix -ous and know many of the rules for adding this</li> <li>Spell using the endings -tion -sion -ssion and -cian and know many rules relating to adding these</li> <li>Spell most words with the k sound spelt “ch”</li> <li>Spell most words with the sh sound spelt ch</li> <li>Spell most words with the k sound spelt que</li> <li>Spell most words with the e sound spelt ei, eigh, ey</li> <li>Spell using the plural possessive apostrophe consistently in most of their writing</li> </ul>
<b>Composition</b>	<b>Composition</b>	<b>Composition</b>
<ul style="list-style-type: none"> <li>Plan by discussing writing that is similar to their own and applying the vocabulary and some structural elements from it</li> <li>Plan by discussing their ideas and recording these</li> <li>Rehearse and compose sentences that are both simple and compound independently</li> <li>Begin to use paragraphs</li> <li>Use some simple organisational devices in non-narrative writing such as headings and sub-headings with adult support</li> <li>Propose changes to vocabulary and grammar to improve their writing under the guidance of an adult including use of pronouns</li> <li>Begin to identify and correct their own simple spelling mistakes independently</li> <li>Read their work aloud to a small group with appropriate volume</li> </ul>	<ul style="list-style-type: none"> <li>Plan by discussing writing that is similar to their own and applying the vocabulary and some structural elements and grammar from it</li> <li>Plan by discussing their ideas and recording these</li> <li>Write using simple and compound sentences and begin to use complex sentences</li> <li>Use paragraphs to organise related writing in much of their writing</li> <li>Use some simple organisational devices in non-narrative writing such as headings and sub-headings independently</li> <li>Propose changes to vocabulary and grammar to improve their writing independently including the use of pronouns</li> <li>Identify and correct their own simple spelling mistakes independently in some writing</li> <li>Read aloud their work to the whole class using appropriate volume and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Plan by discussing writing that is similar to their own and confidently applying the vocabulary, structural elements and grammar from it</li> <li>Plan by discussing their ideas and recording these</li> <li>Write using simple, compound and complex sentences</li> <li>Use paragraphs accurately and independently</li> <li>Use some simple organisational devices in non-narrative writing such as headings and sub-headings independently and explain what they are and how/why they are used</li> <li>Propose changes to vocabulary and grammar to improve their writing independently and explain the choices they have made and why including the use of pronouns</li> <li>Identify and correct their own simple spelling mistakes independently in much of their writing</li> <li>Read aloud their work to the whole class using volume and intonation to make the meaning clear</li> </ul>
<b>Grammar and Punctuation</b>	<b>Grammar and Punctuation</b>	<b>Grammar and Punctuation</b>
<ul style="list-style-type: none"> <li>Write simple and compound sentences using a range of conjunctions</li> <li>Recognise and use the present perfect tense</li> <li>Choose nouns and pronouns carefully to create clarity and cohesion in some of their writing</li> <li>Use fronted adverbials and commas in a sentence under the guidance of an adult</li> <li>Indicate possession using an apostrophe with some plural nouns</li> <li>Know some of the grammar in Appendix 2</li> <li>Use and punctuate direct speech in some writing</li> </ul>	<ul style="list-style-type: none"> <li>Write simple and compound sentences using a range of conjunctions and begin to use complex sentences</li> <li>Recognise the difference between the present perfect and past tenses and use them in some writing</li> <li>Choose nouns and pronouns carefully to create clarity and cohesion in much of their writing</li> <li>Use fronted adverbials and commas in some writing</li> <li>Indicate possession using an apostrophe with many plural nouns</li> <li>Know and understand much of the grammar in Appendix 2</li> <li>Use and punctuate direct speech in much of their writing</li> </ul>	<ul style="list-style-type: none"> <li>Write simple, compound and complex sentences using a wider range of conjunctions</li> <li>Recognise the difference between the present perfect and past tenses and use these in much of their writing</li> <li>Choose nouns and pronouns carefully to create clarity and cohesion in most of their writing</li> <li>Use fronted adverbials and commas in much of their writing</li> <li>Indicate possession using an apostrophe with most plural nouns</li> <li>Know and understand the grammar in Appendix 2</li> <li>Use and punctuate direct speech confidently in most of their writing</li> </ul>