

Working at the Expected Standard				
Learning Intentions	Evidence			Notes
Punctuation				
<p><u>Consistently uses:</u></p> <ul style="list-style-type: none"> capital letters and full stops exclamation and question marks commas for lists apostrophes for contraction inverted commas and other punctuation for direct speech commas after fronted adverbials 				
<p>Uses the following <u>mostly correctly:</u></p> <ul style="list-style-type: none"> apostrophes for plural possession 				
Organisation of ideas				
<p>Uses paragraphs to organise ideas with logical links.</p> <p>Sets out dialogue appropriately.</p>				
Sentence construction				
<p>Uses a variety of sentences including some complex sentences.</p> <p>Uses present and past tense forms consistently and accurately.</p> <p>Uses noun phrases expanded by the addition of modifying adjectives.</p> <p>Uses prepositional phrases.</p> <p>Uses fronted adverbials.</p>				
Vocabulary				
<p>Uses a range of subordinating and coordinating conjunctions.</p> <p>Uses the -s to denotes plurals accurately.</p> <p>Uses the 's and s' to denote possessive forms accurately.</p> <p>Uses Standard English accurately in writing for common spoken verb inflections such as we were (rather than we was) and we did (rather than we done).</p> <p>Uses the correct determiner - a or an before a word beginning with a vowel.</p> <p>Uses prefixes and suffixes to root words and understands their meaning.</p> <p>Uses figurative language such as metaphors and similes.</p>				
Context				
<p>Writes a comprehensive, coherent narrative – real or imaginary.</p> <p>Begins to write for different purposes, applying the relevant features of the genre.</p>				

Spells most Year 4 words correctly (National Curriculum).				
Uses the diagonal and horizontal strokes necessary to join letters in all of their writing.				
Working at Greater Depth Within the Expected Standard				
Learning Intentions (in addition to all of the standards at the expected level)	Evidence		Notes	
Punctuation				
<p><u>Consistently uses:</u></p> <ul style="list-style-type: none"> • capital letters and full stops • exclamation and question marks • commas for lists • apostrophes for contraction • apostrophes for plural possession • inverted commas and other punctuation for direct speech • <u> </u> commas after fronted adverbials 				
Organisation of ideas				
<p>Uses paragraphs that:</p> <ul style="list-style-type: none"> • have logical links between them; • have a clear focus. <p>Uses organisational features relevant to the text type such as:</p> <ul style="list-style-type: none"> • headings, subheadings, bullet points. <p>Sets out dialogue appropriately.</p>				
Sentence construction				
<p>Uses a variety of sentences including some complex sentences.</p> <p>Uses a range of clause structures such as:</p> <ul style="list-style-type: none"> • relative clauses • subordinate clauses <p>Makes efforts to link ideas between sentences with adverbials.</p>				
Vocabulary				
<p>Chooses precise vocabulary to reflect the genre/form.</p> <p>Uses a broad range of subordinating conjunctions such as: if, so, although, where, as, when, until, because, unless, before.</p> <p>Uses relative pronouns to introduce relative clauses such as: who, which, that.</p> <p>Uses expanded noun phrases, adverbial phrases and figurative language (metaphors, similes and personification) to describe and specify.</p>				
Context				
<p>Writes confidently for different purposes.</p> <p>Develops ideas for writing appropriate to the form/genre.</p>				

WRITING ASSESSMENT YEAR 4

Creates atmosphere with precise vocabulary.
Uses dialogue in narratives to advance the action and convey character.

Spells all Year 4 words correctly (National Curriculum).

Uses the diagonal and horizontal strokes necessary to join letters in all of their writing.

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