Writing Assessment Grid – Year 4

Name/Context/Date												
Transcription - handwriting												
I can use downward strokes in letters which are equal; my lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	**1**											
Letters are consistent in size/proportion with both letters and words evenly spaced; no rogue capital letters.	**2**											
I can join my writing fluently using diagonal and horizontal strokes where appropriate throughout a piece of writing.	**3**											
Composition												
I can analyse models of text types and use this to explain the purpose, structure, grammatical features and use of vocabulary e.g. for report, recount, instruction, explanation, persuasion texts.	**4**											
I plan my writing effectively, based on my analysis of texts.	**5**											
I write effectively for a range of purposes e.g. to inform, explain, persuade, entertain	**6**											
I compose sentences which are appropriate to the text type e.g. short sentences for narrative suspense, simple and compound sentences for clear instructions, with time conenctives.	**7**											
I can use a range of sentence types with more than one clause to add interest and variety.	**8**											
I can write a narrative with a clear structure and plot (e.g. opening, build up, problem, resolution, ending).	**9**											
I can write a narrative with appropriate and interesting descriptions of setting and characters.	**10**											
I can pace events in a narrative to make my writing lively and interesting.	**11**											
I use **some** dialogue to convey character in narratives e.g. *"You nasty little creep!" Sarah hissed at Bill. This would imply Sarah had a dislike for Bill.*	**12**											
I use paragraphs to organise my writing, grouping the content of a text effectively.	**13**											
I can use headings, sub-headings and appropriate connecting devices to organise my non-fiction writing.	**14**											
I can re-read my writing and make corrections, additions and revisions to make the meaning clear and improve vocabulary and consistency.	**15**											
Vocabulary, grammar and punctuation												
I can use fronted adverbials to add variety and make the meaning clear e.g. 'Before leaving, he scribbled a note for his father.'	**16**											
I can use a wide range of conjunctions (both subordinating and co-ordinating) to join sentences with more than one clause.	**17**											
I can use a variety of expanded noun phrases, precise adjective choices and powerful verbs to add impact.	**18**											
I can use speech and subject references as sentence openers to add variety to my writing.	**19**											
I can use subordinate clauses to begin sentences for effect e.g. When... If… Although…	**20**											
I can use the present perfect form of the verb when required e.g. 'the man has gone to work' rather than 'the man went to work'.	**21**											

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I can use the past progressive for of the verb when required. *NB. The past continuous tense, also known as the past progressive tense, describes ongoing actions in the past, such as 'I was writing my research paper all night.'*		**22**											
I choose pronouns and nouns carefully to make meaning clear and avoid repetition. I use these to link sentences and paragraphs.		**23**											
I can use inverted commas and other punctuation correctly to indicate direct speech, **mainly** correctly.		**24**											
I can use apostrophes correctly for both singular and plural possession **mainly** correctly e.g. the boy's bike (one boy), the girls' shoes (more than one girl)		**25**											
I use **some** commas after fronted adverbials in my writing.		**26**											
I use **some** commas correctly to separate subordinate clauses in my writing.		**27**											
I use capital letters, full stops, question marks and exclamation marks consistently and accurately e.g. correct sentence boundary demarcation without comma slicing. *NB. A comma splice is an instance of using a comma to link two independent clauses (which should instead be marked by a full stop, or linked by a colon, semicolon, or conjunction), e.g. 'He loves cooking, he's great at making curries.'*		**28**											
Transcription – spelling													
I can spell words with additional prefixes and suffixes and understand how to add them to root words e.g. 'ation', 'ous', 'ion', 'ian'.		**29**											
I can recognise and spell additional homophones e.g. 'accept'/'except'; 'whose'/'who's'.		**30**											
I can use the first two or three letters of a word to check its spelling in a dictionary.		**31**											
I can spell most words correctly from the Y3/4 list.		**32**											
Greater Depth Targets													
I include **some** similes to add descriptive detail to my writing.		**33**											
When writing a narrative, I use verbs, adjectives and adverbs to suggest how characters feel about, or react to, events within the story (e.g. show not tell).		**34**											
My choices of vocabulary and organisation features are always appropriate for each text-type; I draw these from own reading in class and at home.		**35**											
I use a variety of simple, compound and complex sentences in my writing and consider how these add impact e.g. a simple sentence to add drama or to speed up an action sequence.		**36**											
I can choose formal/informal language appropriately, depending on the audience.		**37**											
My writing is usually organised into paragraphs which group ideas or themes effectively.		**38**											
I **always** use the range of punctuation taught, correctly:	Full Stops	**39**											
	Capital letters												
	Exclamation mark												
	Question mark												
	Apostrophes for singular and plural possession												
	Inverted commas												
	Commas used to mark fronted adverbials												
	Commas in a list												
	Commas to separate clauses												

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Score												
Stage judgement												