

Year 4 Writing Assessment Expected Standard (EXS)

	Content and assessment criteria	Text Type					
Year 2 core content	Uses capital letters at the start of sentences						
	Uses capital letters for proper nouns (days?)						
	Uses full stops accurately						
	Uses ? accurately						
	Uses ! accurately						
Year 3 core content	Uses apostrophe for singular possession						
	Uses a main clause and a subordinate clause accurately including use of punctuation.						
	Has a legible and joined handwriting style.						
	Uses present and past tense accurately						
Autumn Year 4		Date					
Word	Uses correct verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]						
Sentence	Uses noun phrases expanded by the addition of modifying adjectives, (e.g. the teacher expanded to: the strict maths teacher.)						
	To begin to use fronted adverbials to start sentences [for example, later that day, I heard the good news.]						
	Uses a range of conjunction to express time, place and cause such as: when before, after, while, so, because, to build a subordinate clause						
Text	Groups sentences around a theme to create a paragraph.						
	Use pronouns effectively to avoid repetition (Bob was tired, he needed a rest)						
Punctuation	Uses commas after fronted adverbials mostly correctly						
	Accurate use of inverted commas, with an awareness of other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]						
Handwriting	Maintains the diagonal and horizontal strokes that are needed to join letters						
	Is consistent in their application of joins (i.e. always joins <i>er</i> and <i>sh</i>)						
Composition	Edits spellings and punctuation errors independently						
	Write for the correct purpose throughout the piece						
	In narrative create a descriptive setting and character						

Spring Year 4							
Word	Maintains consistent tense structure throughout the piece of writing						
Sentence	Uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)						
	Use some fronted adverbial phrases to begin sentences, throughout a piece of work.						
	Chooses to include short sentences to speed up action.						
Text	Groups sentences around a theme to create a paragraph using line breaks to show separation.						
	Use pronouns or nouns effectively within and across sentences to avoid repetition. (<i>Teachers work long hours. They must love their jobs.</i>)						
Punctuation	Uses commas after fronted adverbials.						
	Mostly accurate use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]						
	Uses apostrophes to mark plural possession [for example, the girl's name, the girls' names]						
Handwriting	use the diagonal and horizontal strokes that are needed to join letters						
	understand which letters, when adjacent to one another, are best left un-joined						
Composition	Demonstrate a deliberate choice of rich and varied vocabulary relative to the genre (i.e. stomped not walked; shattered not broke)						
	In narrative maintain the authors voice throughout the piece. (stay in the first person)						
Summer Year 4							
Sentence	To consciously use adverbs and adverbial phrases to begin to create flow (cohesion) throughout a piece of writing						
Text	Use appropriate synonyms and antonyms across sentences to avoid repetition. (The show was <i>incredible</i> , the cast were <i>superb</i>)						
Punctuation	Consistently accurate use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]						
	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]						
Handwriting	Maintains a legible and consistent handwriting style throughout the whole piece.						
Composition	In narrative maintain an effective plot which engages the reader.						
	In non-narrative use appropriate organisational devices, such as headings, subheadings						