

Fellgate Primary School  
Year 4 Writing Assessment

	Composition and Organisation	Punctuation	Description	Grammar		Spelling	HW
Non-Negotiables	I can write for a range of purposes	I use capital letters, full stops, exclamation marks, question marks and commas for lists mostly correctly.	I can describe characters and settings	I make some use of co-ordinating conjunctions	My tense choices are often consistent and appropriate	I can spell some of the Year 3 / 4 Common Exception Words	I produce legible, joined handwriting
	I can write for different audiences and understand the difference between Standard English in Writing and Regional Spoken Language	I can use apostrophes for contraction and apostrophes for singular possession mostly accurately.		I make some use of subordinating conjunctions	I use a range of sentence types: statements, exclamations, questions and commands	I apply some of the Year 3 / 4 spelling patterns in my writing, including homophones.	
		I can use inverted commas to denote speech mostly accurately		I use adjectives, adverbs of manner and powerful verbs	My person choices (1 <sup>st</sup> person, 3 <sup>rd</sup> person etc.) and tense choices are often consistent and appropriate	I can spell some of the Year 3 / 4 Common Exception Words	
Expected	I plan my writing by discussing similar texts to understand and learn from its structure, vocabulary and grammar.	I can use the possessive apostrophe with plural words	I use expanded noun phrases to develop my description	I can choose nouns, noun phrases, and pronouns appropriately for clarity, cohesion and to avoid repetition	I can use fronted adverbs and fronted adverbials as sentence openers	I apply most of the Y 3 / 4 spelling patterns correctly in my writing	
	I can discuss and record ideas to help me plan my writing.	I can use a comma after fronted	I create vivid description using a range of figurative language: similes, metaphors, personification, alliteration, onomatopoeia.	I can use a wider range of co-ordinating conjunctions	I can use a wider range of subordinating conjunctions (ON A WHITE BUS)	I spell many homophones correctly	
	I can organize my work in paragraphs around a theme	I punctuate direct speech accurately using inverted commas and other speech punctuation.		I can expand noun phrases by adding modifying adjectives as well as extending with prepositional phrases	I can vary the position of the main and subordinate clause in my sentences.	I can spell most of the Year 3 / 4 Common Exception Words	
	I can decide when to use simple organizational devices such as headings, subheadings and bullet points			I can use the simple and progressive forms of the past and present tense in my writing,	I can use the perfect tense to contrast with other tense in my writing		
	I proof-read my work to correct spelling, grammar and punctuation mistakes.			I can use prepositional phrases	I can use adverbs and adverbials of manner, place, time and reason		
	I edit my work to create an improved and refined final draft			I can use a range of sentence openers (CAPS)	I know whether to use 'a' or 'an' depending on the following word		
Greater Depth	I can manipulate structure e.g.: showing tense shifts in my writing (e.g. from present to past and back to present in a diary entry or story); using flashback in narrative; writing from a different perspective)	I can use a comma after a fronted subordinate clause	I can use narrative techniques to build suspense and tension	I can use and punctuate double fronted adverbials	I add extra information in brackets		I can spell some of the Y 5 / 6 Common Exception Words
	I can use and understand formal and informal language when it is relative to the purpose	I can use a pair of commas, dashes or brackets to mark an embedded subordinate clause	In narratives, I can integrate correctly-punctuated dialogue to convey character and / or action.	I can use embedded subordinate clauses starting with which, who or that	I use a wider range of openers (ITSPACE)	I can apply some of the Y 5 / 6 spelling patterns, including homophones	

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