Writing Assessment Grid – Year 4

Evidence from assessed piece of writing and Target Books/Evidence & Professional Judgement.

Name												
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											
I can join my writing fluently and evenly throughout a piece of writing.	2											
Composition												
I can discuss models of each text I intend to write, and explain the purpose, structure, grammatical features and use of vocabulary e.g. for report, recount, instruction, explanation, persuasion texts.	3											
I can compose sentences using a range of structures appropriate to the text type I am writing.	4											
I can orally rehearse my sentences or sequences of sentences to make sure I link my ideas logically in my writing.	5											
I can write a narrative with a clear structure, setting, characters and plot.	6											
I can pace events in a narrative to make my writing lively and interesting.	7											
I use paragraphs to organise my writing, grouping the content of a text effectively.	8											
I can use headings, sub-headings and appropriate connecting devices to organise my non-narrative writing.	9											
I can improve my writing by making changes to grammar and vocabulary to improve consistency.	10											
I can use a range of sentences with more than one clause to add interest and variety.	11											
Vocabulary, grammar and punctuation												
I can use fronted adverbials to add variety e.g. 'Quickly, he scribbled a note for his father.'	12											
I can use subordinate clauses to begin sentences for effect e.g. When... If… Although…	13											
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'.	14											
I choose pronouns and nouns carefully to make meaning clear and avoid repetition.	15											

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I can use inverted commas and other punctuation to indicate direct speech.	16											
Name												
I can use apostrophes correctly for both singular and plural possession e.g. the boy's bike (one boy), the girls' shoes (more than one girl)	17											
I can use commas after fronted adverbials and to separate subordinate clauses in my writing.	18											
I can use expanded noun phrases, precise adjective choices and powerful verbs to add impact.	19											
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'.	20											
I can recognise and spell additional homophones e.g. 'accept'/'except'; 'whose'/'who's'.	21											
I can use the first two or three letters of a word to check its spelling in a dictionary.	22											
I can spell further identified commonly misspelt words from the Year 3/ 4 word list.	23											
Greater Depth Targets												
I am beginning to include similes to add descriptive detail to my writing.	24											
When writing a narrative, I use verbs, adjectives and adverbs to suggest how characters feel about, or react to, events within the story.	25											
My choices of vocabulary and organisation features are always appropriate for each text-type that I have met in Y3/4 (instruction, recount, non-chronological report, persuasion, explanation).	26											
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.	27											
My writing is usually organised into paragraphs which group ideas or themes effectively.	28											
I use apostrophes for contraction and possession and place speech marks correctly in my writing.	29											
I always use commas after fronted adverbials and to separate subordinate clause openers.	30											

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Score												
Stage judgement												