



## Y4 Writing Assessment

<b>Spelling</b>
<i>I can add suffixes to root words: ly, ation, ous including spelling rules for doubling consonants - forgetting, beginner and preferred</i>
<i>I can add prefixes to root words such as: il, ir, re, sub, inter, anti, auto</i>
<i>I can spell homophones correctly such as: whose/who's, peace /piece, whether/weather</i>
<i>I can spell all of the words on the Year 3 and 4 word list and spell unfamiliar polysyllabic words accurately</i>
<b>Handwriting</b>
<i>I can use most diagonal and horizontal strokes to join letters</i>
<i>I can write neatly, legibly and accurately usually maintaining a joined style</i>
<b>Grammar</b>
<i>I can use the indefinite articles 'a' and 'an' correctly</i>
<i>I can use nouns, pronouns and tenses correctly and consistently throughout my work</i>
<i>I can use expanded noun phrases e.g. the north coast beaches with the best surf, a tiny kitten with its eyes still closed</i>
<i>I can use and punctuate direct speech correctly (using inverted commas around the spoken words and separating the reporting clause with punctuation)</i>
<i>I can use commas after fronted adverbials e.g. Despite the dark clouds, everyone was playing outside</i>
<i>I can use apostrophes to mark plural possession eg the girls' names, (the girl's name)</i>
<i>I can compose sentences using a range of sentence structures e.g. using embedded clauses (the magician, who was currently unwell, was hoping to perform tonight)</i>
<b>Text Structure</b>
<i>I can use paragraphs which clearly signal a change in subject, time, place and event</i>
<i>I can use adverbials to link paragraphs: e.g. later, nearby, secondly</i>
<i>I can organise my ideas appropriately for purpose and reader</i>
<i>e.g. Non-fiction- clear introduction followed by logical points drawing to a conclusion; captions; headings; bullets; fonts</i>
<i>e.g. Narrative- beginning, build -up, problem /dilemma, resolution and ending</i>
<b>Composition</b>
<i>I can include some significant interaction between characters through action, description and characters' responses, character development helps to move the story forward</i>
<i>I can ensure that the style of writing is evident for my reader, using the features and sentence structures matched to the genre</i>
<i>I can imply how characters look, react, talk or behave rather than telling the reader</i>
<i>I can edit and improve my writing checking for spelling, grammar, repetition, punctuation, sentence types, organisational and structural features</i>
<i>I can include details to add interest, to persuade ('obviously') or to direct (imperative verbs)</i>
<i>I can use stylistic devices to create effects in my writing e.g. alliteration, onomatopoeia, figurative language dialect, metaphor and simile</i>
<i>I can use a range of narrative techniques to move the story on in interesting ways such as: asides, characterisations, dialogue, quotations, suspense</i>