

Writing Overview | Assessment Indicators and Outcomes

Year 4

Writing Assessment Indicators

Term 1

KPIs On-track for Expected Standard (EXS)

- Writing has clear structure across a range of genres. **(1)**
- Sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. *change of character, time, place and event.*) **(2)**
- Uses fronted adverbials, (e.g. *start with time connective or adverb followed by a comma.*) **(5)**
- Sentences include prepositions, e.g. *before, after, during, in, because of, under* or sentences include a prepositional phrase. **(13)**
- Uses Standard English forms for verb inflections instead of local spoken forms, e.g. *'we were' instead of 'we was.'* **(14)**
- Write a complete story with a full sequence of events in narrative order. **(16)**
- Discuss and record more detailed ideas for writing in the form of planning. **(19)**
- Begin to use similes to add description to writing. **(20)**
- Choose vocabulary for effect to reflect audience and purpose. **(24)**

Term 2

KPIs On-track for Expected Standard (EXS)

- Writing has clear structure across a range of genres. **(1)**
- Sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. *change of character, time, place and event.*) **(2)**
- Use the first two or three letters of a word to check its spelling in a dictionary. **(8)**
- Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, e.g. *'The teacher' expanded to 'The strict maths teacher with curly hair sat at his desk.'* **(11)**
- Uses appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. **(12)**
- Uses Standard English forms for verb inflections instead of local spoken forms, e.g. *'we were' instead of 'we was.'* **(14)**
- Write narrative that develops character, setting and plot. **(17)**
- Edit and improve a section through re-drafting. **(18)**
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements. **(22)**
- Choose vocabulary for effect to reflect audience and purpose. **(24)**

Term 3

KPIs Expected Standard (EXS)

- Writing has clear structure across a range of genres. **(1)**
- Sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. *change of character, time, place and event.*) **(2)**
- Punctuates direct speech accurately (e.g. *comas after reporting clause: end punctuation within inverted commas.*) **(10)**
- Uses Standard English forms for verb inflections instead of local spoken forms, e.g. *'we were' instead of 'we was.'* **(14)**
- Uses detail to build character descriptions and provoke a response and begin to integrate dialogue to convey characters. **(15)**
- Write narrative that develops character, setting and plot. **(17)**
- Edit and improve a section through re-drafting. **(18)**
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(21)**
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements. **(22)**
- Begin to use both a formal and an informal style. **(23)**
- Choose vocabulary for effect to reflect audience and purpose. **(24)**
- Identify and use correct terminology for adverbial, determiner, pronoun and possessive pronoun. **(25)**

Spelling – rules taught explicitly

- Spell all of the Year 1/2 statutory word list and most of the Year 3/4 words correctly in writing (*Appendix 1.*) **(6)**
- Uses the possessive apostrophe correctly in words with regular plurals (*for example, girls', boys'*) and in words with irregular plurals. **(7)**

Handwriting – ongoing

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(3)**
- Writing is of consistent size and is neat. **(4)**
- Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch. **(9)**

Greater Depth (GDS) Statement

- Write independently, effectively, coherently and creatively for a wide range of audiences and purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
- Paragraphing is clear and ideas are developing and are linked to guide the reader through the text
- Writing has a clear voice, which is sustained through both shorted and more extended texts.
- Make effective additions, revisions and proof-reading corrections to their own writing to impact on the reader.

***The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose**

Writing Outcomes

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Class Novels Autumn Term: Who Let the Gods Out? Spring Term: Varjak Paw Summer Term: The Day I was Erased Optional Texts: The Borrowers Malala's Magic Pen How to Train your Dragon Butterfly Lion Revolt Rhymes The Christmasaurus The Harry Potter Collection Non-fiction Range of high quality non-fiction including online and books</p>	<p style="text-align: center;">Recount</p> <p>The first Olympics</p> <p>Expected Standard: Write a recount in the 1st person with a clear audience and form (diary)</p> <p>Objectives: 5, 2, 19</p> <p>Transform for GDS: Change the perspective it is written from.</p> <p style="text-align: center;">Play Scripts</p> <p>Greek Myths and Legends King Midas and Cyclops</p> <p>Expected Standard: Write a playscript with clear genre features such as cast list, events in order, setting described, no speech marks, scenes, punctuation and strong vocabulary</p> <p>Objectives: 1, 24</p>	<p style="text-align: center;">Non-Chronological Report</p> <p>Athens/Sparta</p> <p>Expected Standard: Write a report with a clear audience and specific form, e.g. magazine article.</p> <p>Objectives: 13, 19, 24</p> <p>Transform for GDS: Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience, e.g. Wikipedia page or other website.</p> <p style="text-align: center;">Narrative</p> <p>One Christmas Wish</p> <p>Expected Standard: Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</p> <p>Objectives: 16, 19, 20</p> <p>Transform for GDS: Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.</p>	<p style="text-align: center;">Narrative</p> <p>Expected Standard: Plan a complete story focussed on organisational devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns.</p> <p>Objectives: 11, 12, 17</p> <p>Transform for GDS: Experiment with using different organisational devices with some attempt to link paragraphs together.</p> <p style="text-align: center;">Instructions</p> <p>Linked to Carnival</p> <p>Expected Standard: Following a practical experience, children should write instructions for a given purpose and audience. Ensure precise inclusion of imperatives.</p> <p>Objectives: 1, 11, 24</p> <p>Transform for GDS: Adapt to different audience and for different purpose. Include more refined imperatives, adverbs for clarity and diagrams to support.</p>	<p style="text-align: center;">Persuasion</p> <p>Brazil</p> <p>Expected Standard: Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.</p> <p>Objectives: 1, 22, 24</p> <p>Transform for GDS: Change the advert into a different form changing organisational devices, use of vocabulary and linguistic devices.</p> <p style="text-align: center;">Poetry</p> <p>Brazil</p> <p>Expected Standard: Create a kenning poem with precise adjective choices to describe an object of a sustained length.</p> <p>Objectives: 11</p> <p>Transform for GDS: Use of language devices such as metaphors and similes. Consider the order of the kennings for impact on the reader.</p>	<p style="text-align: center;">Recount</p> <p>A Roman Invasion</p> <p>Expected Standard: Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately.</p> <p>Objectives: 2, 10</p> <p>Transform for GDS: Same recount in a different form and style e.g. Recount events as a diary.</p> <p style="text-align: center;">Explanation</p> <p>The Water Cycle</p> <p>Expected Standard: Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.</p> <p>Objectives: 1, 22, 23, 24</p> <p>Transform for GDS: Write same explanation in an informal style noting change of audience and form to suit this text.</p>	<p style="text-align: center;">Narrative</p> <p>Expected Standard: Write in role as a character from a story.</p> <p>Objectives: 10, 15, 17</p> <p>Transform for GDS: Change the narrative voice</p> <p style="text-align: center;">Non-Chronological Report</p> <p>Life of a Roman</p> <p>Expected Standard: Write a comparative report based on their own notes taken from several sources.</p> <p>Objectives: 1, 2, 23, 24</p> <p>Transform for GDS: Turn the report into a clear form with a different audience e.g. fact file, webpage, entry into non-fiction book.</p>

The class novels are read at story time, they may be used as a stimulus for writing. The optional texts may be read to the class across the year as and when the teacher decides.