

Writing Overview | *Assessment Indicators and Outcomes*

Year 4		
Writing End Points		
Autumn	Spring	Summer
Transcription		
1. Write with legible and consistent handwriting, with some joins. 2. Use editing to increase the accuracy of spelling and punctuation in writing.	1. Write with legible and consistent handwriting, with some joins correctly formed. 2. Use editing to increase the accuracy of spelling and punctuation in writing.	1. Write with legible and consistent handwriting, with many joins correctly formed. 2. Use editing to increase the accuracy of spelling and punctuation in writing.
Sentence Structure		
3. Begin to use commas after fronted adverbials, as well as in lists. 4. Put the apostrophe in the correct place within contractions and for singular possession. 5. Use inverted commas to punctuate speech sentences mostly correctly. 6. Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses. 7. Use a range of verb tenses with increasing consistency. 8. Use person and subject-verb agreement with increasing consistency.	3. Use commas more consistently after fronted adverbials, as well as in lists. 4. Put the apostrophe in the correct place within contractions and for singular possession. 5. Begin to use apostrophes to mark plural possession. 6. Begin to use inverted commas to punctuate a sequence of speech sentences mostly correctly. 7. Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. 8. Use a range of verb tenses with increasing consistency. 9. Use person and subject-verb agreement with increasing consistency.	3. Use commas after fronted adverbials, as well as in lists. 4. Begin to use commas to mark the boundary between a subordinate clause and a main clause. 5. Put the apostrophe in the correct place within contractions and to mark singular possession. 6. Demonstrate greater accuracy in use of apostrophes to mark plural possession. 7. Use inverted commas to punctuate a sequence of speech sentences mostly correctly. 8. Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. 9. Use a range of verb tenses with increasing consistency. 10. Use person and subject-verb agreement with increasing consistency.
Composition		
9. Write coherent narrative pieces (including short stories, character and setting descriptions). 10. Write coherent non-narrative pieces using appropriate language and some organisational features. 11. Begin to vary sentence structure through the use of fronted adverbials to add detail. 12. Begin to vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify. 13. Organise writing into paragraphs to introduce new ideas or information. 14. Use pronouns to replace nouns in order to avoid repetition.	10. Begin to write organised and structured narratives (including short stories, character and setting descriptions). 11. Begin to write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader. 12. Begin to vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail. 13. Vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify. 14. Begin to select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing. 15. Use paragraphs to organise ideas around a theme, beginning to make cohesive links between them. 16. Use pronouns and begin to use a wider range of noun phrases in order to avoid repetition.	11. Write organised and structured narratives (including short stories, character and setting descriptions). 12. Write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader. 13. Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify. 14. Make effective choices when writing noun phrases (expanding before and/or after the noun) for different purposes. 15. Select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing. 16. Use paragraphs to organise ideas around a theme, making cohesive links between them. 17. Use pronouns and a wider range of noun phrases in order to avoid repetition.
Spelling (Taught through Trust Spelling Bee Scheme)		
Apply Year 3 and some Year 4 spelling patterns within writing. Spell most of the taught Year 3/4 statutory words correctly. Choose the correct spelling of taught homophones and near-homophones to match the context. Spell most common contraction words correctly.	Apply many taught spelling patterns within writing. Spell most of the taught Year 3/4 statutory words correctly. Choose the correct spelling of taught homophones and near-homophones to match the context. Begin to spell a wider range of contraction words correctly.	Apply taught spelling patterns within writing. Spell most Year 3/4 statutory words correctly. Choose the correct spelling of taught homophones and near-homophones to match the context. Spell a wider range of contraction words correctly.
Greater Depth		
Write more sustained pieces, still maintaining sense of purpose and audience, achieving cohesion through the use of pronouns, conjunctions and adverbials. Make some choices about: - the organisation and structure of writing - when to use a formal or more informal style - revealing character through dialogue - the use of precise vocabulary and techniques to evoke feelings and responses from the reader - language and grammar, according to purpose and audience to show an individual writer's voice. Egin to draw upon models from reading and use them to enhance writing		

