

**Year 4 Writing KEY PERFORMANCE INDICATOR Assessment Framework** Name: \_\_\_\_\_

Date and genre of work:								
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**Working towards the expected standard**

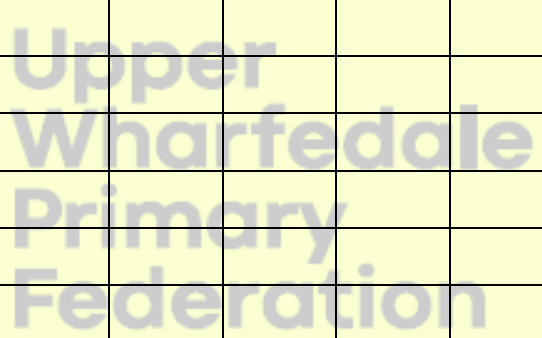
<b>The pupil can:</b>								
demarcate most sentences with capital letters and full stops								
demarcate some sentences with question marks and exclamation marks								
use some expanded noun phrases to describe and specify								
use present and past tense mostly correctly and consistently								
use co-ordination (or / and / but)								
use some subordination (when / if / that / because)								

**Working at the expected standard**

<b>The pupil can:</b>								
Use capital letters, full stops, question marks, exclamation marks and using	commas to separate items in a list							
	apostrophe to mark singular and plural possession in nouns							
when punctuating speech	uses inverted commas accurately							
	uses other punctuation to indicate direct speech							
use fronted adverbials								
use commas after fronted adverbials								
choose nouns or pronouns for clarity and cohesion and to avoid repetition								
use the present perfect form of verbs for effect e.g. He has finished his work so he can rest now.								
extend sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although								
create settings, characters and plot in narrative writing								
Write for a range of purposes and audiences								
Use simple organisational devices in non-narrative								
organise paragraphs around a theme								
proof-read for spelling and punctuation errors								
spell common words correctly, including exception words and words with suffixes and prefixes								
spell further homophones correctly								
use joined up writing consistently								
Increase the legibility, consistency the quality of their handwriting								
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far								
proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences to improve consistency								
Read aloud their writing clearly enough to be heard by their peers and the teacher.								

**Working at greater depth**

<b>The pupil can:</b>								
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use brackets, dashes or commas to indicate parenthesis								
Use the correct grammatical terminology when discussing their own writing, appropriate to their year group. See pg 77 of NC.								
use commas to clarify meaning or avoid ambiguity								
use modal verbs or adverbs to indicate degrees of possibility								
use devices to build cohesion, including adverbials of time, place and number								
convert nouns or adjectives into verbs using suffixes								



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