

YEAR 4 - KEY ASSESSMENT CRITERIA: WRITING

Non-Negotiable Statements



Min 3 - 5 ticks of evidence across the range of writing evidence



At least 1 or 2 evidence across the range of writing evidence



Has been taught / Teacher judgement / Evidence in marking, spelling work etc.

COMPOSITION						
1	I can compose sentences using a range of sentence structures, linked to grammatical structures.					
2	I can orally rehearse a sentence or a sequence of sentences.					
3	I can write in paragraphs and begin to open paragraphs with topic sentences.					
4	I can write a narrative with a clear structure, setting and plot.					
5	I can improve my own writing and that of others by changing grammar, punctuation and spelling to improve consistency.					
6	I use a range of sentences which have more than one clause.					
7	I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.					
8	I can use direct speech in my writing and punctuate it correctly.					
9	I can use fronted adverbials, e.g Later that day, I went shopping.					
10	I can use expanded noun phrases with modifying adjectives e.g. The strict teacher with curly hair.					
11	I can use prepositional phrases e.g. All through the night.					
12	I can use commas after the reporting clause and after fronted adverbials. I can use apostrophes after plural possession.					
13	I can use the present perfect form of the verbs.					
TRANSCRIPTION						
14	I can spell words with prefixes and suffixes and can add them to root words.					
15	I can recognise and spell homophones.					
16	I can use the first two or three letters of a word to check a spelling in a dictionary.					
17	I can spell the commonly mis-spelt words from the Leesfield Y4 word list.					
18	I can use the diagonal and horizontal strokes that are needed to join letters.					
19	I understand which letters should be left unjoined.					
20	My handwriting is legible and consistent, down strokes of letters are parallel and equidistant, lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.					

