

Year 4

Writing Assessment Indicators

Term 1

KPIs On-track for Expected Standard (EXS)

- Plan and write their own version of a familiar story with a focus on varied and rich vocabulary for effect to reflect the audience and purpose **(24)**
- Plan and write a complete story by identifying stages in the telling with a full sequence of events in narrative order; introduction, build-up, climax or conflict, resolution. **(16)**
- Write a recount in the 1st person with a clear audience and form
- In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words
- Sustained pieces of writing organised into paragraphs around a theme or event and for different sections of a story **(2)**
- Include descriptive and expanded noun phrases to evoke setting and make it more vivid, also including similes **(20)**
- Use of varied and rich vocabulary drawn from reading
- Begin to use fronted adverbials, e.g. start with a time connective or adverb, followed by a comma **(5)**
- Use inverted commas accurately to punctuate direct speech accurately **(10)**
- Begin to use sentences with more than one clause
- Spell all of the Year 1/2 words and some words from Year 3/4 correctly and spell words in contracted form correctly **(6)**
- Consistently use diagonal and horizontal strikes to join letters correctly and understand which letters are best left enjoined **(9)**
- Discuss and record more detailed ideas for writing in the form of planning **(19)**

KPIs On-track for Greater Depth (GDS)

- Use character descriptions designed to provoke a response (sympathy or dislike) in the reader and begin to integrate dialogue to convey characters **(15)**
- 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
- Adapt or maintain writing in the 1st and 3rd person
- Select form of writing and make vocabulary and grammar choice based on audience
- Paragraphing is clear, ideas are developing and are linked to guide the reader through the text
- Writing has a clear voice which is sustained through both shorter and more extended texts

Term 2

KPIs On-track for Expected Standard (EXS)

- Plan a complete story focussed on organisational devices
- Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.
- Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience
- Begin to use both a formal and an informal style **(23)**
- Write a report with a clear audience and specific form
- Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose
- Use inverted commas accurately and other speech punctuation to punctuate direct speech accurately **(10)**
- Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases **(11)**
- Uses appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition **(12)**
- Use present, past, progressive and perfect tense verb forms mostly accurately **(14)**
- Use pronouns and nouns to aid cohesion and avoid repetition
- Confidently use fronted adverbials using a comma after the fronted adverbial
- Begin to use relative clauses
- Develop the use of sentences with more than one clause
- Use the first two or three letters of a word to check its spelling in a dictionary **(8)**
- Use the diagonal and horizontal strokes that are needed to join letter correctly and understands which letters are best left unjoined **(9)**

KPIs On-track for Greater Depth (GDS)

- Write effectively for the purpose and audience, selecting language that shows good awareness of the reader
- Independently choose to use a range of organisational and cohesive devices to help structure texts
- Use a range of conjunctions to support cohesion within writing
- Adapt style of writing based on a change to audience and form.
- Select own success criteria
- Explore and manage the shifts between past and present tense appropriately within information texts
- Use a range of descriptive techniques to manage changes in mood and atmosphere
- Make effective additions, revisions and proof-reading corrections to their own writing to impact on the reader

Term 3

KPIs Expected Standard (EXS)

- In narratives, write in role and describe settings and characters using "show not tell" techniques
- Write a recount in the form of a newspaper report
- Write a comparative report based on their own notes taken from several sources
- Writing has clear structure across a range of genres **(1)**
- Use a range of devices to structure the writing and support the reader based on the form and purpose
- Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) **(7)**
- Use fronted adverbials including the correct use of a comma
- Develop the use of sentences with more than one clause by using a wider range of conjunctions
- Effectively use conjunctions and adverbs
- prepositions to express time, cause and place **(13)**
- Spell correctly most words from the year 3/4 spelling list **(6)**
- Correctly writes simple sentences dictated by the teacher that are written independently using spelling from NC appendix 1 **(3)**
- Use joined-up writing throughout all independent writing which is consistent in size and neat **(4)**
- Make simple additions, revisions and proof-reading corrections to their own and others writing in connection to purpose **(22)**
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume **(21)**
- Identify and use correct terminology for adverbial, determiner, pronoun and possessive pronoun **(25)**

KPIs Greater Depth (GDS)

- Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form
- Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood
- Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation
- Consistently use a range of conjunctions to support cohesion
- Use a range of precise vocabulary
- Consistently produce legible joined handwriting
- Evaluate and re-draft part of own writing, proposing changes to grammar and vocabulary through redrafting **(18)**
- Write independently, effectively, coherently and creatively for a range of audiences and purposes

Writing Outcomes						
Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Chosen Texts</u> Aut 1: Who Let the Gods Out? Aut 2: Tilly and the Time Machine Spr 1: The Miracles Journey of Edward Tulane Spr 2: Varjak Paw Sum 1: The Girl Who Stole an Elephant Sum 2: Beetle Boy	<p><u>Narrative</u></p> <p>Expected Standard: To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures</p> <p>Transform for GDS: Add character descriptions designed to provoke sympathy or dislike in the reader.</p> <p><u>Recount</u></p> <p>Expected Standard: Write a recount in the 1st person with a clear audience and form e.g. a day in the life of a Roman soldier for children.</p> <p>Transform for GDS: Make a change to the person it is written in, the audience or form and chose what text and language features to use.</p> <p><u>Instructions</u></p> <p>Expected Standard: Following a practical experience, children should write instructions for a given purpose and audience.</p> <p>Transform for GDS: Adapt instructions by using precise imperatives and changing audience.</p>	<p><u>Narrative</u></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>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><u>Persuasion</u></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>Transform for GDS: Change the advert into a different form e.g. TV advert changing organisational devises, use of vocabulary and linguistic devices.</p> <p><u>Explanation</u></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>Transform for GDS: Write same explanation in an informal style noting change of audience and form to suit this text.</p>	<p><u>Narrative</u></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>Transform for GDS: Experiment with using different organisational devices with some attempt to link paragraphs together.</p> <p><u>Instructions</u></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>Transform for GDS: Adapt to different audience and for different purpose. Include more refined imperatives, adverbs for clarity and diagrams to support.</p> <p><u>Persuasion</u></p> <p>Expected Standard: Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.</p> <p>Transform for GDS: Change the formality of the letter: formal audience, i.e. police, head teacher, politician, council etc.</p>	<p><u>Narrative</u></p> <p>Expected Standard: Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</p> <p>Transform for GDS: Transform the narrative through a change in atmosphere, varying the vocabulary to support it.</p> <p><u>Non-Chronological Report</u></p> <p>Expected Standard: Write a report with a clear audience and specific form, e.g. magazine article.</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><u>Letter</u></p> <p>Expected Standard: Write an informal letter from one key character to another.</p> <p>Transform for GDS: Write in advanced style of another character adapting their speech and mannerisms through writing, e.g. BFG speech, stammers, nervous habits.</p>	<p><u>Narrative</u></p> <p>Expected Standard: Write in role as a character from a story.</p> <p>Transform for GDS: Change the narrative voice or write from two perspectives.</p> <p><u>Recount</u></p> <p>Expected Standard: Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately.</p> <p>Transform for GDS: Same recount in a different form and style e.g. Recount events as a diary.</p> <p><u>Poetry</u></p> <p>Expected Standard: Create a kenning poem with precise adjective choices to describe an object of a sustained length.</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><u>Narrative</u></p> <p>Expected Standard: Plan and write a story with a strong central character using "show not tell" techniques to provide information to the reader about that character.</p> <p>Transform for GDS: Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</p> <p><u>Non-Chronological Report</u></p> <p>Expected Standard: Write a comparative report based on their own notes taken from several sources.</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>
<u>Archaic Texts</u> The Labours of Hercules, Mary Poppins, Five Children and it, Heidi, The Lion the Witch and the Wardrobe						
<u>Non-linear Time Sequences</u> Coraline, Farm Boy, Walk Two Moons, Fortunately the Milk						
<u>Complexity of the Narrator</u> The Wind in the Willows, Shakespeare: The Animated Tales						
<u>Graphic Novels and Picture books</u> Flotsman, Fungus and the Bogeyman, Night of the Gargoyles, The Cat from Hunger Mountain						
<u>Complexity of the Plot</u> Love that Dog, The Tunnel, The Molehouse Cat						

Resistant Texts
Cloud Busting,
The Mysteries of
Harris Burdick

