

Wheatcroft Teacher Assessment Writing Framework



Year 4 Writing

Working towards the expected standard in Year 4

The pupil can:

Transcriptional skills

- Spell many Y3/4 common exception words (English Appendix 1)
- Spell many words *containing taught patterns* (English Appendix 1, spelling content)

Compositional skills

- Begin to construct sentences with more than one clause
- Use paragraphs to simplify and organise key information
- Use a limited range of conjunctions, adverbs and prepositions to support cohesion and add detail
- Use noun phrases to aid description
- Use full stops, capital letters, question marks, exclamation marks and commas in lists accurately

Working at the expected standard in Year 4

The pupil can:

Transcriptional skills

- Spell most words *containing taught patterns* correctly and many common exception words from Y3/4 word list (English Appendix 1)
- *Proof-read for spelling and punctuation errors (KPI)* using a dictionary where appropriate
- *Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (KPI)*
- Use the diagonal and horizontal strokes that are needed to join letters

Compositional skills

- *In narratives, write with a clear structure, including settings, characters and plot (KPI)*
- Organise ideas appropriately for a range of purposes and audiences
- *Organise paragraphs around a theme (KPI)*
- Proof-read and edit in order to make improvements to grammar and vocabulary
- *Choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition (KPI)*
- *Use fronted adverbials (KPI)*
- *Use standard English forms for verb inflections instead of local spoken forms (KPI)*
- Use a wide range of subordinating conjunctions at the beginning and end of sentences to add relevant detail to multi-clause sentences
- Use nouns, pronouns and tenses accurately and consistently throughout and to aid cohesion
- *Use inverted commas and other punctuation to indicate direct speech (KPI)*

Working at greater depth in Year 4

The pupil can:

Transcriptional skills

*No additional spelling or handwriting requirements

Compositional skills

- Ensure links between paragraphs are signalled effectively with cohesive devices
- Recognise that a combination of powerful vocabulary, word and clause order can help create a powerful impact upon the reader
- Use commas to create greater clarification and emphasise meaning