



Writing Assessment Tracking – Year 4

Skills demonstrated across a range of age appropriate genres.

Term	Working Towards	On Track (Met for summer)	Greater Depth
Autumn	Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflects scaffolding or support given.	Writing demonstrates correct features of the given form, as appropriate to audience, purpose and context.	Writing demonstrates a deep understanding of a range of taught text types, with independent choices being made appropriate to form, audience, purpose and context.
	In narratives increasingly detailed settings, characters are created around a coherent plot.	In narratives, more detailed settings, characters are created along with a coherent plot.	In narratives detailed description and strong word choices add detail and create atmosphere.
	Basic grammar is accurate, but sometimes reflects local spoken forms.	Conjunctions, adverbs and prepositions are used to express time, place or cause.	Grammar is accurate reflecting written Standard English.
	A range of word and phrase choices enhance meaning and avoid repetition.	Basic grammar is accurate reflecting written Standard English instead of local spoken forms.	Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families.
	Spellings set out in Y1-Y3 Appendix 1 are usually accurate, with more complex spellings are phonetically plausible.	Use of plurals (-s/es) and possessive apostrophe is mainly accurate.	Handwriting is legible and consistent, including fluent joining with increasing speed.
	There is some evidence of root words being used to spell longer words.	Nouns or pronouns are used to add clarity and cohesion or avoid repetition.	
	Homophones are sometimes confused.	Spelling in line with Y3/4 Appendix 1 is increasingly accurate including prefixes and suffixes, further homophones and some words that are often misspelt.	
	Handwriting is increasingly legible and consistent. There is an understanding that some adjacent letters may be best left un-joined.	Possessive apostrophe is used accurately in words with regular plurals [eg girls', boys'] and in words with irregular plurals [eg children's].	
Spring	Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflects scaffolding or support given.	Writing demonstrates correct features of the given form, as appropriate to audience, purpose and context.	Writing demonstrates a deep understanding of a range of taught text types, with independent choices being made appropriate to form, audience, purpose and context.
	In non-narratives, paragraphs group related information.	In non-narratives, simple organisational devices, including headings and sub-headings aid presentation.	Writing demonstrates a deep understanding of a range of taught text types, with appropriate choices being made independently as to form, audience, purpose and context.
	With support further devices are used to aid presentation of information.	Conjunctions, adverbs and prepositions are used to express time, place or cause.	Non-narratives are structured in a logical way, ensuring cohesion across the piece.
	Basic grammar is accurate, but sometimes reflects local spoken forms.	Basic grammar is accurate reflecting written Standard English instead of local spoken forms.	Grammar is accurate reflecting written Standard English.
	Spellings set out in Y1-Y3 Appendix 1 are usually accurate, with more complex spellings are phonetically plausible.	Spelling in line with Y3/4 Appendix 1 is increasingly accurate including prefixes and suffixes, further homophones and some words that are often misspelt.	Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families.
	There is some evidence of root words being used to spell longer words.	Possessive apostrophe is used accurately in words with regular plurals [eg girls', boys'] and in words with irregular plurals [eg children's].	Handwriting is legible and consistent, including fluent joining with increasing speed.
	Homophones are sometimes confused.	Handwriting is increasingly legible and consistent, including fluent joining	
	Handwriting is increasingly legible and consistent. There is an understanding that some adjacent letters may be best left un-joined.	Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas and content.	
Summer	Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflects scaffolding or support given.	Writing demonstrates correct features of the given form, as appropriate to audience, purpose and context.	Writing demonstrates a deep understanding of a range of taught text types, with independent choices being made appropriate to form, audience, purpose and context.
	Writing effectively uses features of the given form and is appropriate to audience, purpose and context.	Fronted adverbials add detail.	Writing maintains an appropriate form and cohesion throughout, including writing across the curriculum.
	Paragraphs are beginning to be used to group related ideas. In places writing lacks cohesion.	Paragraphs are used to group related ideas.	Independent use of effective paragraphing adds cohesion and aides the reader.

Basic grammar is accurate, but sometimes reflects local spoken forms.	Writing often demonstrates a range of conjunctions, including when, if, because & although, to write sentences containing more than one clause.	Well-chosen detail and presentation engages the reader throughout.
Writing demonstrates competent use of a range of sentence structures, including those with more than one clause.	Fronted adverbials are used accurately.	Some playing with grammar, devices and structure beyond their PoS is evident.
Tenses are chosen accurately and used consistently.	Tense choice is accurate and maintained. Tenses change where appropriate.	Writing demonstrates fluent use of common punctuation.
Common punctuation is almost always accurate, (e.g. full stops, capital letters, questions marks, commas and apostrophes and inverted commas). Corrections are made with support.	Common punctuation in line with Y3/4 Appendix 2 is accurate, including: Commas after fronted adverbials & punctuation of direct speech.	Word and phrase choices, including competent use of fronted adverbials, bring the writing to life.
Spellings set out in Y1-Y3 Appendix 1 are usually accurate, with more complex spellings are phonetically plausible.	Grammar errors are often self-corrected at the redrafting stage.	Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families.
There is some evidence of root words being used to spell longer words.	Spelling in line with Y3/4 Appendix 1 is increasingly accurate including prefixes and suffixes, further homophones and some words that are often misspelt.	Handwriting is legible and consistent, including fluent joining with increasing speed.
Homophones are sometimes confused.	Possessive apostrophe is used accurately in words with regular plurals [eg girls', boys'] and in words with irregular plurals [eg children's].	Constructive evaluation is backed by reasons for their suggestions.
Handwriting is increasingly legible and consistent. There is an understanding that some adjacent letters may be best left un-joined.	Handwriting is increasingly legible and consistent, including fluent joining	
Writing is self-checked for errors in spelling, grammar and punctuation and meaning.	Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas and content.	
With support simple improvements to ideas and content in others' writing are suggested.		

Composition	Grammar & Punctuation	Spelling	Handwriting	Proof Reading	<p>Once an objective has been covered it becomes Bold</p> <p>It is assumed children have achieved this objective at 'on track' unless they are indicated at either WT or GD</p>
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