

Netherbrook Primary School
Year 4 Writing Assessment

Name:

Class:

Vocabulary, Grammar and Punctuation

Target met

1	I can create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i>	
2	I can create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i>	
3	I can create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i>	
4	I can use commas to mark clauses in complex sentences	
5	I can use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i>	
6	Choose nouns or pronouns appropriately for clarity and cohesion and avoid repetition	
7	I can explore, identify and use Standard English verb inflections for writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i>	
8	I can use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones</i>	

Composition

Plan their writing by:

9	I can read and analyse narrative, non-fiction and poetry in order to plan and write their own versions	
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Draft and write by

10	I can develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense	
11	I can plan and write an opening paragraph which combines the introduction of a setting and character/s	
12	I can organise paragraphs in narrative and non-fiction	
13	I can link ideas within paragraphs e.g. fronted adverbials for when/where	
14	I can generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type</i>	

Spelling

15	Use further prefixes and suffixes and understand how to add them Prefixes: un-, dis-, mis-, in-, il, im, ir, re-, su-, inter-, super-, anti-, auto- Suffixes: -ation, -ly, -ous,	
16	Spell further homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	
17	Spell words that are often misspelt and from the Stage Four word list accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	
18	Understand how to place the apostrophe in words with irregular plurals e.g. <i>children's</i>	
19	Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology	

Handwriting

20	Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</i>	
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