

Year 4 Writing Assessment Indicators

Secure in the standard & Moving beyond the standard

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Year 4 | Writing Indicators

Teacher Guidance

How to use the indicators

The PiXL Y4 Writing Assessment Indicators focus on certain key aspects of writing outlined in the National Curriculum for the specific purpose of supporting teachers to identify strengths and weaknesses in pupils' writing skills throughout Key Stage 2. Additionally, they will allow teachers to plan effectively and ensure that the correct indicators are met where relevant. They do not cover all of the content of the National Curriculum, but allow pupils to embed the writing skills expected of them outlined within it whilst enabling them to develop the skills which are required of writers at the end of Key Stage 2.

There are two standards of indicators within each year group, *Securing the standard* and *Moving beyond the standard*. Each standard provides a clear set of 'pupil can' statements against which teachers can assess pupils. A pupil working at *Secure in the standard* should be able to evidence all the statements within that standard across a range of writing, unless they have a particular (and clearly documented) weakness in a specific area. Pupils working at *Moving beyond the standard* may not evidence all the statements in their entirety although pupils should be able to demonstrate that they are consistently meeting most of them in their daily writing.

Teachers should base their judgement on a broad range of evidence, which will come from day-to-day writing in the classroom. This should include work in curriculum subjects other than English, although a pupil's work in this subject alone may provide sufficient evidence to support the judgement. Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements but to meet the standard a pupil must be able to write in a range of forms and for a variety of purposes.

Teachers should be confident that pupils have met the standard preceding the one at which they judge them to be working. The End of Key Stage 2 TAF should be referenced for those working above the Y4 moving beyond standard.

Child as a writer

Year 3 and Year 4 pupils should be able to demonstrate the characteristics below across all writing, and in response to a range of text types, to be judged as secure in the standard:

Can express their preferences for writing

Can write independently

Can generate a range of ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit

Can compose and rehearse sentences orally (including dialogue)

Can write whole and part texts with fluency and stamina

Can discuss their writing outcomes and their effect on the audience

Can read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Can evaluate and discuss themselves as a writer

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Secure in the standard

The pupil can:

Composition – overall effect

Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint as the writer by commenting on characters and/or events

- in narrative: write stories with a clear structure (including a beginning, build-up, resolution etc) using paragraphs appropriately
- write an effective and accurate character description or setting using prepositional phrases for locating features
- in non-narrative: use a topic sentence to introduce a paragraph (where the first sentence summarises what is being covered in the rest of the paragraph), use accurate technical language to suit the requirement of the text, use informative organisational devices (e.g. headings, sub-headings, captions, bullet points)

Sustain cohesive writing across paragraphs in a text using increasingly accurate language choices e.g. use of nouns and pronouns to avoid repetition, or consistent use of Standard English in formal letter writing

Composition – sentences

Consistently use a wide range of sentences with varying conjunctions that have more than one clause

- Secure use of co-ordinating conjunctions from KS1– and/but/or
- Mostly correct use of other co-ordinating conjunctions – for/so/yet
- Secure use of subordinating conjunctions – when/if/because
- Mostly correct use of other subordinating conjunctions– although/before/since/while/as/after

Vary sentence structure by using fronted adverbials

Use precise adjectives for description regularly in expanded noun phrases

Effectively use cohesion between sentences and paragraphs

- Use of nouns and pronouns to support cohesion and avoid repetition
James was running towards the forest. Happily, he knew that he was going to be safe under the canopy of trees. Thankfully, his home wasn't far away from where he was and it would be a welcome sight.
- Use of fronted adverbial phrases of time/manner to join information written in paragraphs
Early on the second day, the children woke up from their first night on HMS Belfast in London. Once awake and dressed, they headed to the upper deck to have breakfast. They couldn't wait to see what was on offer. Arriving in the mess hall, the Year 3 children saw it was egg sandwiches and were delighted.

Show consistent and correct use of tense throughout a piece of writing

Punctuation (using mostly correctly):

Use the basic punctuation taught at Key Stage 1 mostly correctly

- Using capital letters (for proper nouns and the pronoun I), full stops, question marks and exclamation marks to demarcate sentences

Use commas for lists and to demarcate fronted adverbials

Use apostrophes to show omission and singular possession

Use apostrophes for plural possession with increasing confidence

singular – the dragon’s claw struck his arm

plural – she crept towards the dragons’ lair

Use all speech punctuation correctly

The writer uses the correct forms of punctuation within inverted commas (most importantly, the punctuation required when opening and closing direct speech) whilst showing awareness of a new line for a new speaker.

Spelling

Spell most words correctly from the Y3/4 statutory spelling word list

These are on page 16 in the PDF version of Appendix 1 from the English programmes of study: Key Stage 1 and 2 in the National Curriculum in England.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf#page=16

Spell many words with prefixes and suffixes correctly:

- il- auto- super- inter- anti-
- -ation -ous

Spell common homophones correctly

- there/their/they’re, your/you’re, are/our

Spell many Y3/4 homophones correctly

- e.g. break/brake, fare/fair, groan/grown, hear/here, weather/whether

All the homophones highlighted for Y3/4 are on page 15 in the PDF version of Appendix 1 from the English programmes of study: key stage 1 and 2 in the National curriculum in England.

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Handwriting

Use neat, joined handwriting consistently

- maintain legibility, fluency and speed

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Moving beyond the standard

The pupil can:

Composition – overall effect

Can edit and improve writing with increasing independence based on generic feedback from an adult

The writer is demonstrating more independence from generic use of verbal or written feedback that uses grammatical terminology to make improvements to enhance the effect on the reader.

An adult would suggest to a group of children ‘Can you reduce the number of sentences that begin with ‘they?’ or ‘Can you use a wider range of subordinating conjunctions in your writing?’.

Make ambitious word choices to engage and affect the reader

The writer can use a range of ways to show accuracy beyond what is expected at *Secure in the standard*.

- Use of increasingly accurate and ambitious expanded noun phrases for precise description
- Use of well-placed relative clauses to effectively support a main clause

Show variation at the beginning of sentences to build cohesion between sentences and paragraphs

The writer can use a range of different ways to start sentences which link and develop ideas, events and themes across a piece of writing.

- Vary between adverbs, adverbial phrases and prepositional phrases

Composition – sentences

Use a relative clause to give more information to a main clause

The writer is able to use a more complex sentence form to support a main clause.

- Use a relative clause to give more detailed information

The head teacher, who had a strict reputation, stormed into the room.

Use relative pronouns to indicate a relative clause

The writer can vary the use of relative pronouns to show extra information *e.g. which, who, that*.

Show variation in speech punctuation

The writer is varying the location of the direct speech and adding more detail to the character through additional clauses.

“What did you do that for?” asked Wilf as he held his hand up in pain.

Holding his hand up in pain, Wilf asked, “What did you do that for?”

Punctuation

Use commas to indicate a relative clause in a sentence

Use speech punctuation correctly

The writer uses the correct forms of punctuation within inverted commas whilst indicating further speech from the same character.

“What is that?” stuttered Mary as something brushed the top of her head, “Is that you Tom or is there something else in here with us?”

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Use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Spell most words with prefixes and suffixes correctly

- il- auto- super- inter- anti-
- -ation -ous

Spell most Y3/4 homophones correctly

- e.g. break/brake, fare/fair, groan/grown, hear/here, weather/whether

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