

YEAR 4 Writing Assessment Checklist

Name:

Date:

Target:

Assessment:

ESSENTIAL NON-NEGOTIABLE FEATURES	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Writing makes sense – Must be clear and easily understood by the reader			
• Writing is neat – Must be clear, neat and legible			
• Writing has correct basic sentence punctuation – Must have capital letters and full stops			
• Writing meets its purpose – Must be of a style to match purpose and audience			
WORKING TOWARDS THE EXPECTED STANDARD (WT)	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Describe settings and characters showing some imaginative detail			
• Use adverbs and adjectives to qualify verbs and nouns			
• Use different verb forms mostly accurately with regard to tense and subject			
• Use co-ordinating conjunctions			
• Use subordinating conjunctions			
• Use capital letters mostly correctly (sentences and proper nouns)			
• Use full stops mostly correctly			
• Use question marks mostly correctly			
• Use exclamation marks mostly correctly			
• Use commas for lists mostly correctly			
• Use apostrophes for contraction and possession mostly correctly			
• Spell all high frequency words and at least 50% of the words from the Year 3/4 list correctly in their writing			
• Write neatly, legibly and accurately usually maintaining a joined style			
WORKING AT THE EXPECTED STANDARD (E) - as above plus:	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Vary sentences structure and length for effect			
• Begin to write complex sentences using subordination			
• Use paragraphs and sections consistently to indicate changes in time, place or character			
• Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision			

• Use some cohesive devices within/across sentences using more complex conjunctions (later, meanwhile, however, although etc.)			
• Use punctuation for parenthesis mostly correctly (brackets and commas)			
• Some correct use of alliteration and similes for emphasis and effect			
• Use hyphens (some correct usage)			
• Use interesting, ambitious, technical and subject-specific words choices			
• Spell at least 75% of the words from the Year 3/4 list correctly in their writing			
• Write neatly, legibly and accurately almost always maintaining a joined style			
WORKING AT GREATER DEPTH (GD) - as above plus:	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Use some complex sentences structures using varying word order for effect			
• Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs			
• Use modal verbs appropriately (will, had, may, could, would etc.)			
• Use commas for clarity (mostly correct)			
• Use inverted commas and associated punctuation (commas) to mark direct speech (some correct use)			
• Spell all words from the Year 3/4 list correctly in their writing and some words from the Year 5/6 list			
• Write neatly, legibly and accurately always maintaining a joined style			

Grading

Grade	1	2	3	4	5	6	7
Standard			Working Towards	Expected		Greater Depth	

HIGH FREQUENCY WORD LIST

WT: All Words

E: All Words

GD: All Words

above	children	high	paper	through
across	clothes	I'm	place	today
almost	coming	important	right	together
along	didn't	inside	round	told
also	different	jumped	second	tries
always	does	knew	show	turn
animal	don't	know	sister	under
any	during	lady	small	until
around	earth	leave	something	upon
asked	every	light	sometimes	used
baby	eyes	might	sound	walk
balloon	father	money	started	watch
before	first	morning	still	where
began	follow	mother	stopped	while
being	found	much	such	white
below	friend	near	suddenly	whole
better	garden	never	sure	why
between	goes	number	swimming	window
birthday	gone	often	there	without
both	great	only	their	woke
brother	half	opened	they're	word
brought	happy	other	think	work
can't	head	outside	those	world
change	heard	own	thought	write

YEAR 4 SPELLING LIST

WT: >50%

E: >75%

GD: All Words

<i>accident(ally)</i>	<i>difficult</i>	<i>important</i>	<i>possible</i>	<i>various</i>
<i>actual(ly)</i>	<i>disappear</i>	<i>interest</i>	<i>potatoes</i>	<i>weight</i>
<i>address</i>	<i>early</i>	<i>island</i>	<i>pressure</i>	<i>woman/women</i>
<i>answer</i>	<i>earth</i>	<i>knowledge</i>	<i>probably</i>	<i>days of the week</i>
<i>appear</i>	<i>eight/eighth</i>	<i>learn</i>	<i>promise</i>	
<i>arrive</i>	<i>enough</i>	<i>length</i>	<i>purpose</i>	<i>months of the year</i>
<i>believe</i>	<i>exercise</i>	<i>library</i>	<i>quarter</i>	
<i>bicycle</i>	<i>experience</i>	<i>material</i>	<i>question</i>	<i>UK countries and capitals</i>
<i>breath</i>	<i>experiment</i>	<i>medicine</i>	<i>recent</i>	
<i>breathe</i>	<i>extreme</i>	<i>mention</i>	<i>regular</i>	<i>numbers one to one thousand</i>
<i>build</i>	<i>famous</i>	<i>minute</i>	<i>reign</i>	
<i>busy/business</i>	<i>favourite</i>	<i>natural</i>	<i>remember</i>	
<i>calendar</i>	<i>forward(s)</i>	<i>naughty</i>	<i>sentence</i>	
<i>caught</i>	<i>fruit</i>	<i>notice</i>	<i>separate</i>	
<i>centre</i>	<i>grammar</i>	<i>occasion(ally)</i>	<i>special</i>	
<i>century</i>	<i>group</i>	<i>often</i>	<i>straight</i>	
<i>certain</i>	<i>guard</i>	<i>opposite</i>	<i>strange</i>	
<i>circle</i>	<i>guide</i>	<i>ordinary</i>	<i>strength</i>	
<i>complete</i>	<i>heard</i>	<i>particular</i>	<i>suppose</i>	
<i>consider</i>	<i>heart</i>	<i>peculiar</i>	<i>surprise</i>	
<i>continue</i>	<i>height</i>	<i>perhaps</i>	<i>therefore</i>	
<i>decide</i>	<i>history</i>	<i>popular</i>	<i>(a)though</i>	
<i>describe</i>	<i>imagine</i>	<i>position</i>	<i>thought</i>	
<i>different</i>	<i>increase</i>	<i>possess(ion)</i>	<i>through</i>	

YEAR 5/6 SPELLING LIST

WT: n/a

E: n/a

GD: Some Words

accommodate	convenience	harass	profession	variety
accompany	correspond	hindrance	programme	vegetable
according	criticise	identity	pronunciation	vehicle
achieve	curiosity	immediately	queue	yacht
aggressive	definite	individual	recognise	
amateur	desperate	interfere	recommend	
ancient	determined	interrupt	relevant	
apparent	develop	language	restaurant	
appreciate	dictionary	leisure	rhyme	
attached	disastrous	lightning	rhythm	
available	embarrass	marvellous	sacrifice	
average	environment	mischievous	secretary	
awkward	equip(ment)	muscle	shoulder	
bargain	especially	necessary	signature	
bruise	exaggerate	neighbour	sincerely	
category	excellent	nuisance	soldier	
cemetery	existence	occupy	stomach	
committee	explanation	occur	sufficient	
communicate	familiar	opportunity	suggest	
community	foreign	parliament	symbol	
competition	forty	persuade	system	
conscience	frequently	physical	temperature	
conscious	government	prejudice	thorough	
controversy	guarantee	privilege	twelfth	

Exemplification of Expected Standard for Year 4

Information

Having learnt about the features of non-chronological reports, pupils independently researched their chosen topic using print and web-based material, and made relevant notes in order to plan, organise and present their information.

What is a mountain?

Mountains are rocky, steep slopes and are 900m or more but if it is lower then it is classed as a hill. You can find them all across the world.

Big groups of mountains are called mountain ranges - here are a couple of mountains: Mount Everest, Killamanjaro, Mount Frejenia and Mount Snowden. Mount Everest is the highest mountain in the world - its height in feet is 29,035 f. Some brave people have climbed mountains - the first two people to climb Mount Everest were Hillary Edmand and Tenzing Norgay in 1965.

What mountains provide us

Tourism has increased as a result of the beautiful views, outstanding scenery and the colourful flowers that you can find.

Forestry is a very important part of the mountains - you can find the forests in the lower part of the mountains. The forestry is a massive industry.* We need wood to make paper and fuel.