



Writing assessment framework Y4

Working towards the expected standard	
• write for a range of purposes	
use paragraphs to organise ideas mostly correctly.	
• use expanded noun phrases to describe a range of nouns	
Use past and present tense mostly correctly.	
Use co-ordinating conjunctions (and, but, or) and some subordination (when, if, because, although).	
Demarcating most sentences with capital letters and full stops with correct use of question marks, exclamation marks and commas for lists. Begin to use other punctuation (apostrophes for contraction and possession, commas after fronted adverbials and speech marks) but with some errors.	
• spell correctly most words from the year 1/2 spelling list and some words correctly from the ¾ spelling list.	
• Use joined handwriting.	
Write capital letters of the correct size in comparison to each other and lowercase letters.	
Working at the expected standard	
• begin to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	
• in narratives, describe settings and characters using a wider range of devices.	
in non-narrative material, use simple organisational devices [for example, headings and sub-headings]	
• integrate dialogue in narratives and punctuate accurately.	
• use a range of devices to build cohesion (e.g. subordinating and co-ordinating conjunctions and adverbials of time and place) within and across paragraphs and use pronouns to avoid repetition.	
• use verb tenses mostly correctly throughout their writing	
• can use a range of punctuation mostly correctly (full stops, questions marks, exclamation marks, speech marks, apostrophes for contraction and possession and commas after a fronted adverbial).	
• spell correctly most words from the year 3/4 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
• maintain legibility in joined handwriting when writing at speed.	
Working at greater depth	
Make precise vocabulary choices with the audience in mind. Deliberate choice of language and be able to justify.	
Begin to show an awareness of formality in writing. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].	
can use a range of punctuation with only occasional errors (full stops, questions marks, exclamation marks, speech marks, apostrophes for contraction and possession and commas after a fronted adverbial).	