

English Assessment

Year 4 Meeting Expectations

Name: _____

Composition			
Begin to open paragraphs with topic sentences.			
Draft and write by organising paragraphs around a theme.			
Plan and write a narrative with a clear structure, setting, characters and plot.			
Use a range of sentences with more than one clause.			
Use appropriate nouns and pronouns within a sentences to avoid repetition and confusion.			
Use fronted adverbials separated with a comma, e.g. 'Later that day, I went shopping.'			
Use expanded noun phrases with modifying adjectives and prepositional phrases, e.g. 'The strict teacher with curly hair.'			
Use apostrophes to mark plural possession.			
Know the grammatical difference between plural and possessive.			
Use speech punctuation to punctuate direct speech.			
Write from memory simple sentences dictated by the teacher that include words and punctuation taught.			
Know standard forms of verb inflections instead of local spoken forms.			
Edit and check writing for correct structure and sense.			
Re-draft writing, after editing, to show improvements made during the editing process.			
Evaluate the effectiveness of their own and others' writing.			

Transcription			
Spell words with additional prefixes and suffixes and understand how to add them to root words including un, il, im, ir, sub, inter, super, anti, auto, ous, able, ible, sion, ssion, cian, ch as 'k', ch as 'sh'			
Recognise and spell additional homophones including accept/except, affect/effect, berry/bury, groan/grown, not/knot, mail/male, medal/meddle, plain/plane, rain/rein/reign, whose/who's			
Spell identified commonly misspelt words from Year 4 word list.			
Increase legibility, consistency and quality of their handwriting using a joined script.			
Ensure down strokes of letters are parallel and equally spaced.			
Ensure lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.			

English Assessment Year 4 Working at greater depth

Expectations

Name: _____



Greater Depth Expectations

Be prepared to carry out research to find words that are specific to the event being written about

Consistently use short sentences to speed up action sequences

Vary choice of pronouns, correctly, to refer to the first, second and third person, both singular and plural

Use dialogue and reactions from other characters to make characters interesting.

Recognise when a simile may generate more impact than a metaphor and vice versa

Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about

Know how to re-order sentences so that they create a greater impact