

## Year 4 - Teacher Assessment Framework for Writing

Working towards the expected standard	
<b>The pupil can:</b>	
<b>Composition</b>	<ul style="list-style-type: none"> <li>• write for a range of purposes</li> <li>• using some of the main features of a genre to organise ideas</li> <li>• describing settings and characters</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>• using different forms of sentences (command, exclamatory, question, statement)</li> <li>• using a range of conjunctions (for co-ordination and subordination)</li> <li>• using capital letters, full stops and commas (in a list), mostly correctly</li> <li>• with some use of exclamation marks, question marks and apostrophes to show the contracted form</li> <li>• spell most words correctly* (years 1 and 2)</li> <li>• spell some words correctly (year 3 and 4)</li> <li>• producing legible handwriting, sometimes joined</li> </ul>
Working at the expected standard	
<b>The pupil can:</b>	
<b>Composition</b>	<ul style="list-style-type: none"> <li>• write for a range of purposes</li> <li>• use the main features of a genre to organise ideas</li> <li>• use sentences with more than one clause (including the use of adverbs, adverbial phrases, conjunctions and direct speech)</li> <li>• describe settings and characters using a range of devices and technique</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>• use paragraphs to organise and sequence writing effectively</li> <li>• use and sustaining the appropriate tense throughout</li> <li>• use fronted adverbials, with the correct use of commas</li> <li>• use a range of cohesive devices to maintain clarity throughout and avoid repetition</li> <li>• use capital letters, full stops, commas, exclamation marks, question marks and apostrophes (to indicate possession and contraction), mostly correctly</li> <li>• use and punctuating direct speech mostly accurately</li> <li>• spelling most words correctly* (years 3 and 4)</li> <li>• use legible handwriting that includes taught joins (taught in years 3 and 4)</li> </ul>
Working at greater depth	
<b>The pupil can:</b>	
<b>Composition</b>	<ul style="list-style-type: none"> <li>• write for a range of purposes</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>• use the full range of punctuation taught at Lower Key Stage 2</li> <li>• use a range of cohesive devices within and across sentences and paragraphs effectively</li> <li>• use direct and indirect speech to convey character</li> <li>• use a range of sentences structures and precise vocabulary choices for impact</li> <li>• <i>[No additional requirements for spelling]</i></li> <li>• <i>[No additional requirements for handwriting]</i></li> </ul>