St Bernadette's Catholic Primary School - Year 4 Writing Assessment Ladder

	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
Vocabulary, Grammar and Punctuation																			
As in Year 3 and: Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.																			
Use commas to mark clauses in complex sentences.																			
Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.																			
Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.																			
Use commas after fronted adverbials.																			
Identify, select and use determiners including:- articles: a/an, the- demonstratives : this/that; these/those- possessives: my/your/his/her/its/our /their- quantifiers: some, any, no, many, much, every																			
Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."																			
Identify, select and effectively use pronouns.																			
Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.																			
Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.																			

Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.																				
Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones																				
Composition																				
Planning Read and analyse narrative, non-fiction and poetry in order to plan their own versions.																				
Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.																				
Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, storyboard, boxing-up text types to create a plan.																				
Drafting and Writing Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.																				
Plan and write an opening paragraph which combines setting and character/s.																				
Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.																				
Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration.																				
Use different sentence structures (see VGP).																				
Use paragraphs to organise writing in fiction and non-fiction texts.																				
Use organisational devices in non-fiction																				

writing, e.g. captions, text boxes, diagram, lists.																				
Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home..																				
Evaluating and Editing Proofread to check for errors in spelling, grammar and punctuation.																				
Discuss and propose changes to own and others' writing with partners/small groups.																				
Improve writing in light of evaluation.																				
Performing Use appropriate intonation, tone and volume to present their writing to a range of audiences.																				
Handwriting																				
Use a joined style throughout their independent writing.																				
Write with consistency in size and proportion of letters, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.																				