

Year 4 Assessment

Original Integra Objectives	Examples
Write for a range of purposes and audiences based on personal experiences and high-quality texts	narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, instructions, poetry
Use possessive pronouns	hers, theirs, ours, yours, mine
Use noun phrases expanded with modifying adjectives	A terrifying dragon with razor-sharp teeth.
Use noun phrases expanded with modifying nouns	Demon dragon, lifeblood, sea serpent, website
Use noun phrases expanded with prepositional phrases	The cottage in the middle of the woods
Use fronted adverbials for time, manner and place	time: Later that morning, they attacked the dragon. manner: With fear in their eyes, they attacked the dragon. place: Under the drawbridge, they attacked the dragon.
Use commas after fronted adverbials	
Describe plots in narratives, linking the end to the opening	
Develop settings linked to the genre and intended effect	Describe impact of setting on characters
Develop characters in narratives	Show not tell, describing characters through their actions, use of dialogue; dialect
Use paragraphs to organise ideas around a theme across the text	
Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs	
Use inverted commas and other punctuation accurately to mark speech	Use of supporting commas, !, ?
Identify main and subordinate clauses	
Control the use of standard and non-standard English	correct subject/verb agreement (we were, I did) formal language where needed; use of contractions or abbreviations e.g. Back from holiday. Have lots to tell you!
Understand the difference between plural and possessive -s Use apostrophes for plural possession	its (possession) it's (it is) It was the boy's ball. (1 boy) It was the boys' ball. (2 or more boys)
Use a dictionary	
Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations	
Proof read and edit their writing	
Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear	

Spell many words from the Y4 word list and use these accurately in their writing	see CLF list (from NC list)
Meet Y4 expectations from the chosen spelling scheme	
Use legible, joined writing consistently	
<p style="text-align: center;">Working at Greater Depth</p> <p style="text-align: center;">Achieve ARE objectives securely plus have evidence of the following mostly correct:</p>	
GD1 Secure use of commas to separate main and subordinate clauses	Although it was terrifying , we set off on our dangerous quest. We set off on our dangerous quest, although it was terrifying .
GD2 Secure cohesion within paragraphs	
GD3 Maintain an appropriate level of formality throughout pieces of writing	
GD4 Confident and effective use of a range of tense and verb forms	simple, perfect, progressive in past and present tense e.g. They were starting (past progressive) to worry (infinitive) but the boys had come (past perfect) too far to turn back now. Failure was (simple past) not an option.
GD5 Write effectively for a range of purposes and audiences	
GD6 Manipulate the language and grammar taught within Y4 in a range of independent writing, drawing on their own reading	
GD7 Consistently use editing and revising strategies to improve the quality and accuracy of their writing	
GD8 Consistently use vocabulary from across the curriculum in their writing	
GD9 Consistently apply Y4 spelling expectations across their writing	

Spell the Year 3/4 words from the word list
Identify main and subordinate clauses
Use fronted adverbials, with commas

Meet expectations of the Y4 spelling programme
Use all Year 4 punctuation consistently and accurately, including ALL speech punctuation
Organise paragraphs around a theme

Composition

- Compose and rehearse more complex sentences orally before writing, including those with dialogue
- Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames
- Expand their use of narrative language features e.g.
 - Figurative language (e.g similes, alliteration, hyperbole)
 - Power of three linked to sentence work (e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight)
 - Descriptive language drawing from their own reading
- Expand their use of non-fiction language features e.g
 - technical vocabulary linked to the topic
 - precise nouns and pronouns (oak tree instead of tree, sparrow instead of bird)
 - interesting and relevant descriptive language (e.g. David Attenborough broadcasts)