

A hand holding a yellow pencil is positioned over a sheet of handwriting practice paper. The paper features several rows of letters and numbers in a light grey font, including 'Ll Mm Nn Oo Pp', 'Qq Rr Ss Tt Uu', 'Vv Ww Xx Yy Zz', and '1 2 3 4 5 6 7 8 9 0'. The background is a solid light red color.

**Writing
Assessment Framework
Year 4**

These Teacher Assessment Frameworks (TAFs) will support teachers across the primary age range to identify children's current attainment against national curriculum expectations for their year group for writing. These are modelled on and align with the DfE Teacher Assessment Frameworks for Years 2 and 6.

These can be used at points across the year to consider the likelihood of meeting end of year standards. Throughout the year teachers will record judgements as working within working towards (WWT), working towards (WT), working within expected (WEX), working at expected (EX), working within greater depth (WGD) and working at greater depth (GD).

'Pupil can' statements

'Pupil can' statements are performance indicators to give a snapshot of a pupil's attainment at the end of the year. The statements listed in a standard describe what a pupil working at that standard should be able to do. Within the standards, some statements are shaded grey. These are spelling statements from the National Curriculum and if children are using these words, they should be spelling them correctly. However, they would not stop a child being that standard.

Qualifiers and examples

Some of the statements within these frameworks contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent. Some of the statements contain examples. These do not dictate the evidence required, but only how that statement might be met.

Evidence

While the teacher's knowledge of pupils can inform judgements, these must be based on sound and demonstrable evidence. This ensures that judgements are as objective as possible, and consistent between classes and schools. **Specific evidence does not need to be 'produced'; what pupils can do should be evident in their work.**

Evidence should come from day-to-day work in the classroom and can be drawn from a variety of sources: the only requirement is that it supports the judgement being made. The type of evidence will vary from school to school, class to class, and even pupil to pupil. **A pupil's work in books will often have all the evidence a teacher needs**, but evidence might come from a number of potential additional sources, such as projects, assessment notes (for example, guided reading records, phonics records, notes on mathematics exercises), classroom tests and assessments.

The form of evidence supporting a teacher's judgement is entirely up to the teacher, provided that it meets the requirement of the frameworks.

A pupil's work in English alone may provide sufficient evidence to support the judgement, although evidence should ideally include work in other curriculum subjects.

Teachers may consider a single example of a pupil's work to provide evidence for multiple statements. A teacher will, of course, see multiple statements evidenced across a collection of work. However, depending on the statements and the nature of the evidence, sometimes one example will be enough.

In English writing, it may be the case that a single, comprehensive example of writing is sufficient to show that a pupil can exemplify a statement.

A flexible approach

The approach to teacher assessment of English writing recognises and reflects the nature of the subject and that a degree of subjectivity is needed to assess it. Teachers are therefore afforded flexibility in reaching a rounded judgement about a pupil's overall attainment in writing.

A teacher must still assess a pupil against **all** of the 'pupil can' statements within the standard at which they are judged to be working. While a pupil's writing *should* meet all the statements within that standard (since these represent the key elements of English writing within the national curriculum), teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement of a pupil's overall attainment being made.

When a teacher deems that a pupil meets a standard despite a particular weakness, they must have **good reason** to judge that this is the most accurate standard to describe the pupil's overall attainment. The reason for this is likely to vary from pupil to pupil but, in all instances, teachers must be confident that the weakness is an exception in terms of the pupil's overall attainment.

A **particular weakness** can relate to a part or the whole of a statement; the only consideration is whether it prevents an accurate judgement from being made overall. A particular weakness may well relate to a specific learning difficulty, but it is not limited to this. In addition, a specific learning difficulty does not automatically constitute a particular weakness which would prevent an accurate judgement. The same overall standard must be applied equally to all pupils.

Spelling

A pupil's standard in spelling should be evident throughout their writing. However, **spelling tests** can provide additional evidence of pupils' independent spelling. The frameworks refer to spellings within the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to spell. Where examples of spellings have been included in the frameworks these are to exemplify the coverage in that particular year group and not an exhaustive list that children need to incorporate. However, if children are using these teachers should assess these.

At KS1 the common exception words listed are non-statutory examples to show words with grapheme-phoneme correspondences that do not fit in with what has been taught so far. Pupils are not required to use all of the examples of the common exception words; teachers should assess the words that pupils do use.

Terminology

At the end of each standard in each year group, the terminology expectations are also part of the judgement, as these are statutory in the national curriculum.

We do not have this measure in Y2 and Y6, however it is a crucial aspect of whether children have a depth of understanding of grammatical choices in their writing and others'.

End of year 4 assessment – Working towards the expected standard (WT)

The pupil can:	
	• write for a range of purposes and audiences
	• some use of paragraphs to organise ideas around a theme
	• in narratives, some description of characters and settings
	• some use of headings and sub-headings to organise non-narrative texts
• using some noun phrases to describe and specify by:	• addition of modifying adjectives <i>e.g. the extreme weather, some strange business</i>
	• addition of modifying nouns <i>e.g. the adult women, a grammar strength</i>
	• addition of preposition phrases <i>e.g. the women outside the school, the extreme weather on the island</i>
	• some use of dialogue to convey character and advance the action
	• selecting some vocabulary that fits the purpose of their writing
	• using the present and past progressive form mostly correctly <i>e.g. I was deciding, We were breathing.</i>
	• some use of the present perfect form of verbs instead of simple past
	• use of subordinating conjunctions to express time and cause, including: if, when, because, although <i>e.g. although it was raining, because it fell on the floor (cause), while we were asleep, after the tests ended (time)</i>
	• use of adverbs to express time, place and cause <i>e.g. then it was all over, soon he will disappear (time), he ran away, it shot out, (place), therefore he could not stay (cause)</i>
	• some use of prepositions to express time, place and cause <i>e.g. before midnight, after tea (time), under the tree, down the street (place) because of the rain (cause)</i>
• some use of fronted adverbials to emphasise the adverbial to the reader:	• adverbs – <i>Slowly he walked ..., Fortunately, it didn't rain.</i>
	• noun phrase – <i>Last night..., Early this morning..., Many people...</i>
	• preposition phrase – <i>In years to come ..., Since this morning ..., Because of the rain..., After the tests ...</i>
	• subordinate clause – <i>Since he left the school ..., When she arrived home ..., Because he was tired ...</i>
• using mostly correctly:	capital letters
	full stops
	question marks
	exclamation marks
	commas for lists
	apostrophes for contraction
	apostrophes to mark singular possession in nouns
• some correct use of:	inverted commas to punctuate direct speech
	apostrophes to mark plural possession
	commas for fronted adverbials (if appropriate)
	punctuation within direct speech
	• using the correct form of a/an mostly correct
	• spelling most common exception words (year 1 and 2 list)
	• spelling some words correctly from year 3 and 4 appendix 1 – statutory word list
	• spelling most words with contracted forms
	• adding prefixes to spell some words correctly in their writing <i>e.g. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto</i>
	• adding suffixes to spell most words correctly, including where changes are made to the root word <i>e.g. ly, ed, ing, ness, ment, ful</i>
	• spelling some words correctly with –ous suffix <i>e.g. poisonous, enormous, humorous, courageous, serious</i>
	• spelling some words with /shun/ ending <i>e.g. ation, cian, sion, tion, ssion,</i>
	• spelling some words correctly with –ture or –sure endings <i>e.g. treasure, pleasure, puncture, picture</i>
	• spelling some words correctly with ch for /k/ sound <i>e.g. chemist, echo</i>
	• spelling some words correctly with ch for /sh/ sound <i>e.g. chef, machine</i>
	• spelling some words correctly with gue for /g/ sound <i>e.g. league, tongue</i> and que for /k/ sound <i>e.g. antique, unique</i>
	• spelling some words correctly with sc for /s/ sound <i>e.g. science, fascinate, scenic</i>
	• spelling some words correctly with ei, eigh or ey for /ae/ sound <i>e.g. vein, reign, neighbour, they, obey</i>
	• use of the correct homophone in their writing mostly correctly (the most common) – their/there/they're, to/two/too
	• some correct use of further homophones from the year 3 and 4 appendix 1
	• some correct use of spelling words with plurals and possessive –s
	• some legible joined handwriting

Key Stage 2 statutory word lists

Year 3/year 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Further homophones – Year 3 and 4 appendix 1

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

End of year 4 assessment – Working at the expected standard (EX)

The pupil can:

	<ul style="list-style-type: none"> write for a range of purposes and audiences, showing awareness of the reader
	<ul style="list-style-type: none"> using paragraphs to organise ideas around a theme
	<ul style="list-style-type: none"> in narratives, describe characters and settings
	<ul style="list-style-type: none"> using headings and sub-headings to organise non-narrative texts
<ul style="list-style-type: none"> using a variety of noun phrases to describe and specify by: 	<ul style="list-style-type: none"> addition of modifying adjectives <i>e.g. the extreme weather, some strange business</i>
	<ul style="list-style-type: none"> addition of modifying nouns <i>e.g. the adult women, a grammar strength</i>
	<ul style="list-style-type: none"> addition of preposition phrases <i>e.g. the women outside the school, the extreme weather on the island</i>
	<ul style="list-style-type: none"> some use of noun phrases that combine different additional modifiers <i>e.g. Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</i>
	<ul style="list-style-type: none"> use of dialogue to convey character and advance the action
	<ul style="list-style-type: none"> selecting vocabulary that fits the purpose of the writing mostly correctly
	<ul style="list-style-type: none"> using present and past verb forms mostly correctly and consistently
	<ul style="list-style-type: none"> using a range of subordinating conjunctions, adverbs and prepositions within and across sentences.
<ul style="list-style-type: none"> using fronted adverbials to emphasise the adverbial to the reader: 	<ul style="list-style-type: none"> adverbs – <i>Slowly he walked ..., Fortunately, it didn't rain.</i>
	<ul style="list-style-type: none"> noun phrase – <i>Last night..., Early this morning..., Many people...</i>
	<ul style="list-style-type: none"> preposition phrase – <i>In years to come ..., Since this morning ..., Because of the rain..., After the tests ...</i>
	<ul style="list-style-type: none"> subordinate clause – <i>Since he left the school ..., When she arrived home ..., Because he was tired ...</i>
	<ul style="list-style-type: none"> using the full range of punctuation taught at key stage 1 mostly correctly
<ul style="list-style-type: none"> using mostly correctly: 	inverted commas to punctuate direct speech
	apostrophes to mark plural possession
	commas for fronted adverbials (if appropriate)
	punctuation within direct speech
	<ul style="list-style-type: none"> spelling most words correctly from year 3 and 4 appendix 1 – statutory word list
	<ul style="list-style-type: none"> adding prefixes to spell most words correctly in their writing <i>e.g. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto</i>
	<ul style="list-style-type: none"> adding suffixes to spell words mostly correctly, including –ous
	<ul style="list-style-type: none"> spelling most words correctly with /shun/ ending <i>e.g. ation, cian, sion, tion, ssion,</i>
	<ul style="list-style-type: none"> spelling most words correctly with –ture or –sure endings <i>e.g. treasure, pleasure, puncture, picture</i>
	<ul style="list-style-type: none"> spelling most words correctly with ch for /k/ sound <i>e.g. chemist, echo</i>
	<ul style="list-style-type: none"> spelling most words correctly with ch for /sh/ sound <i>e.g. chef, machine</i>
	<ul style="list-style-type: none"> spelling most words correctly with gue for /g/ sound <i>e.g. league, tongue</i> and que for /k/ sound <i>e.g. antique, unique</i>
	<ul style="list-style-type: none"> spelling most words correctly with sc for /s/ sound <i>e.g. science, fascinate, scenic</i>
	<ul style="list-style-type: none"> spelling most words correctly with ei, eigh or ey for /ae/ sound <i>e.g. vein, reign, neighbour, they, obey</i>
	<ul style="list-style-type: none"> use of the correct homophone in their writing (the most common) – their/there/they're, to/two/too
	<ul style="list-style-type: none"> use of further homophones from the year 3 and 4 appendix 1, mostly correct
	<ul style="list-style-type: none"> spelling words with plurals and possessive –s, mostly correct
	<ul style="list-style-type: none"> producing joined, legible handwriting in most of their writing

Key Stage 2 statutory word lists

Year 3/year 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Further homophones – Year 3 and 4 appendix 1

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

End of year 4 assessment – Working at greater depth within the expected standard (GD)

The pupil can:

<ul style="list-style-type: none"> write for a range of purposes and audiences, selecting language that shows awareness of the reader 	
<ul style="list-style-type: none"> using a variety of noun phrases to describe and specify 	
<ul style="list-style-type: none"> use of noun phrases that combine different additional modifiers e.g. <i>Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</i> 	
<ul style="list-style-type: none"> some integration of dialogue to convey the character and advance the action 	
<ul style="list-style-type: none"> selecting vocabulary for effect 	
<ul style="list-style-type: none"> using different verb forms mostly correctly 	
<ul style="list-style-type: none"> using a range of cohesive devices, including adverbials, within and across sentences and paragraphs 	
<ul style="list-style-type: none"> using the full range of punctuation taught at key stage 1 and lower key stage 2 mostly correct 	
<ul style="list-style-type: none"> including: <table border="1" style="display: inline-table; vertical-align: middle; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">punctuation within direct speech</td> </tr> </table> 	punctuation within direct speech
punctuation within direct speech	
<ul style="list-style-type: none"> spelling most words correctly from year 3 and 4 appendix 1 – statutory word list 	
<ul style="list-style-type: none"> producing legible joined handwriting 	

Key Stage 2 statutory word lists

Year 3/year 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Further homophones – Year 3 and 4 appendix 1

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's