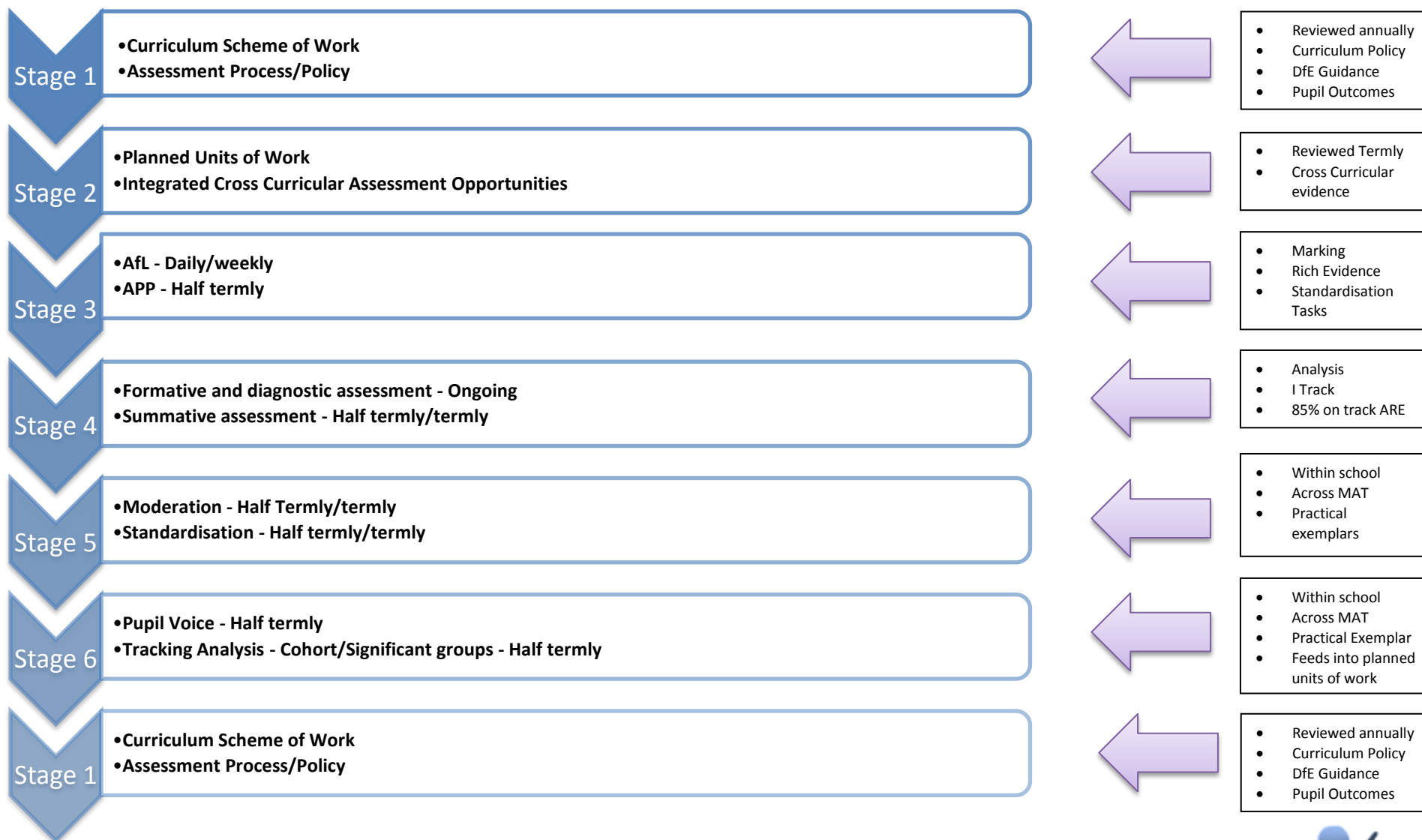


An Daras Multi Academy Trust

Assessing Pupil Progress – Writing (Y4)


Integrated Curriculum Scheme of Learning - 2015	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Writing
Year Group:	Year 4
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 English Scheme of Learning 15 Non-Negotiable 14 English Policy 15 Handwriting Policy 15 Assessment Policy 15 Marking Policy 15




ADMAT Year Group 4 Non-Negotiable Expectations	Key Concepts
Writing - Non-Negotiable	<ul style="list-style-type: none"> • Vary sentence structure, using different openers • Use adjectival phrases (e.g. biting cold wind) • Use appropriate choice of noun or pronoun • Use fronted adverbials • Use apostrophe for plural possession • Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.) • Use commas to mark clauses • Use inverted commas and other punctuation to punctuate direct speech • Use paragraphs to organize ideas around a theme • Use connecting adverbs to link paragraphs • Write with increasing legibility, consistency and fluency
Unlocking learning through Oracy - Non-Negotiable	<ul style="list-style-type: none"> • Talk and listen confidently in a wide range of context • Ask questions to clarify or develop understanding • Give an answer and justify with evidence • Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required • Show understanding of the main points and significant details in a discussion • Show they have listened carefully through making relevant comments • Increasingly able to adapt what they say to meet the needs of the audience/listener • Vary the use and choice of vocabulary dependent on the purpose and audience • Vary the amount of detail dependent on the purpose and audience • Show understanding of how and why language choices vary in different contexts • Use some features of Standard English • Present writing to an audience using appropriate intonation and control the tone and volume so that the meaning is clear • Perform poems or plays from memory conveying ideas about characters and situation by adapting expression and tone • Understand when the context requires the use of Standard English

ADMAT/ARE Year 4 Writing/Key Concepts (v2)				Pupil Name:				Term 1				Term 2				Term 3				Are Related Expectation Key:				NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding							
A/Grammar				B/Punctuation				C/Writing Process				D/Text Structure and Organisation				E/Writing Composition				F/ Spelling and Handwriting				G/				H/			
A1. Use a wider range of subordination to create complex sentences expressing time, place and cause (e.g. when, before, after, while, so, because)				B1. Demarcate sentences accurately throughout, using capital letters, full stops, question marks and exclamation marks				C1. Use text models to support the planning of writing (structure, vocabulary, sentence construction)				D1. Organise paragraphs around a theme e.g. use of topic sentence in non-narrative				E1. Write for real purposes and audiences, making some appropriate choices about form				F1. Spell common words correctly, including exception words											
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
A2. Express time, place and cause using adverbs (then, next, soon, therefore, finally)				B2. Develop increasing accuracy in the use of inverted commas and other punctuation to indicate direct speech				C2. Continue to orally rehearse and draft writing , developing : <ul style="list-style-type: none">A rich and varied vocabularyA wider range of sentence structures				D2. In non-narrative, use a range of organisational devices e.g. sub-headings				E2. Demonstrate understanding of the main features of different forms of writing e.g. stories contain appropriate character, setting and plot				F2. Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and etymology (word list gives example) e.g. un, dis, in, im, re, sub, inter, super, anti, auto, ation, ly, ous											
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
A3. Express time, place and cause using prepositions and prepositional phrases (e.g. before dark, during break, in the cave, because of Fred)				B3. Use apostrophes to mark plural possession				C3. Evaluate the effectiveness of writing and suggest improvements				D3. Use a range of verb forms to develop shades of meaning e.g. simple past/present, progressive and perfect forms				E3. Write using rich and varied vocabulary appropriate to purpose and form				F3. Word endings – tion, sion, ssion, cian, sure, ture											
EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
A4. Expand noun phrases by use of modification before the noun and prepositional phrases after the noun				B4. Use commas after fronted adverbials				C4. Proof read for spelling and punctuation accuracy. Use a dictionary to check spelling where appropriate				D4. Use pro-nouns and nouns within and across sentences to aid cohesion and to avoid repetition								F4. Homophones – see NC for examples											

EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC	EM	TI	EXP	EXC					EM	TI	EXP	EXC								
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4					1	2	3	4								
A5. Use fronted adverbials to provide the reader with additional information																				F5. Rare GPCs – see NC											
EM	TI	EXP	EXC																EM	TI	EXP	EXC									
1	2	3	4																1	2	3	4									
A6. Use Standard English verb inflections, instead of local dialect forms (<i>we were</i> instead of <i>we was</i> ; <i>I did</i> instead of <i>I done</i>)																				F6. Use a/an correctly											
EM	TI	EXP	EXC																EM	TI	EXP	EXC									
1	2	3	4																1	2	3	4									
																				F7. Use joined up writing consistently and independently											
																			EM	TI	EXP	EXC									
																			1	2	3	4									
																				F8. Can spell words from statutory list											
																			EM	TI	EXP	EXC									
																			1	2	3	4									

Rich Evidence – Guidance Year 4	Autumn Term (Terms 1+2)	Spring Term (Terms 3+4)	Summer Term (Terms 5+6)
Formative 	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions)	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions)	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions)

	Writing from Outdoor Experiences Writing from Role- Play Self- Initiated Writing	Writing from Outdoor Experiences Writing from Role- Play Self- Initiated Writing	Writing from Outdoor Experiences Writing from Role- Play Self- Initiated Writing
Summative 	'Cold Task' Writing (1x half term minimum)	'Cold Task' Writing (1x half term minimum)	'Cold Task' Writing (1x half term minimum)