

SLP Writing Moderation End of year 4.

Pupil _____ Date _____

The following tables contain the 'pupil can' statements for each standard from the KLIPs assessment document. The tables provide a check-list to demonstrate which statements have been met for each piece of work and can be used as a cross-reference tool to help identify examples of statements across the collection of work.

End of year 4 – Working towards the expected standard					
Name:	A	B	C	D	Collection
After discussing the purpose and audience, the pupil can write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. use of first person in a diary, direct address in instructions and persuasive writing)					
<ul style="list-style-type: none"> To spell some of the year 3 & 4 statutory spellings 					
<ul style="list-style-type: none"> To begin to select appropriate vocabulary including noun phrases 					
<ul style="list-style-type: none"> To use co-ordinating conjunctions when writing compound sentences – but, or, and, yet & so 					
<ul style="list-style-type: none"> To group related material into paragraphs around a theme 					
<ul style="list-style-type: none"> Some use of fronted adverbial, although they may not be correctly demarcated 					
<ul style="list-style-type: none"> Using mostly correctly 	Capital letters				
	Full stops				
	Question marks				
	Exclamation marks				
	Commas in a list				
	Apostrophe to mark singular possession				
<ul style="list-style-type: none"> Some use of inverted commas to demarcate speech 					
<ul style="list-style-type: none"> Using the diagonal and horizontal strokes needed to maintain legibility in most of their writing 					

End of year 4 – Working at the expected standard

Name:	A	B	C	D	Collection
The pupil can write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. se of first person in a diary, direct address in instructions and persuasive writing)					
<ul style="list-style-type: none"> Spell most of the year 3 statutory spellings taught 					
<ul style="list-style-type: none"> Spell some of the year 4 statutory spellings taught 					
<ul style="list-style-type: none"> Some use of a dictionary to check the spelling of more ambitious vocabulary. 					
<ul style="list-style-type: none"> To use singular and plural possessive apostrophes mostly accurately 					
<ul style="list-style-type: none"> Use correct standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was) 					
<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech (comma to mark reporting clause and end punctuation) – The conductor shouted, “Sit down!” 					
<ul style="list-style-type: none"> To organise dialogue mostly correctly, e.g. new speaker, new line 					
<ul style="list-style-type: none"> Create complex sentences, with accurate use of comma, using fronted adverbials mostly correctly. 	How – Silently trudging through the snow, Sam ...				
	When – As the clock struck 12, the soldiers				
	Where – In the distance, a lone wolf howled				
<ul style="list-style-type: none"> To select and use determiners correctly including 	articles: a/an, the				
	demonstratives: this/that, these/those				
	possessives: my/your/his/her/its/our				
	quantifiers – some, any, no, many, much, every				
<ul style="list-style-type: none"> Manage the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 					

• Use paragraphs to organise writing in fiction and non-fiction texts					
• Use fronted adverbials to link ideas across paragraphs for when and where, e.g, Several hours later, ... Back at home, ...					
• Use organisational devices in non-fiction writing, e.g – captions, text boxes, diagrams, lists					
• Include noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, for example - The strict maths teacher with curly hair.....					
• Plan and write an opening paragraph which combines setting and character/s					
• Increase the legibility, quality and consistency of their handwriting (see national curriculum document)					

End of year 4 – Working at greater depth within the expected standard

Name:	A	B	C	D	Collection
The pupil can write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. use of first person in a diary, direct address in instructions and persuasive writing)					
• To spell most of the year 4 statutory spellings.					
• Secure application in the use of fronted adverbials across a range of genre					
• Control dialogue within a narrative text ensuring a balance between the two					
• To maintain a consistent approach to paragraphing across a range of genre					
• To make appropriate language choices selecting nouns for precision. Eg, Burglar rather than man, bungalow rather than house					
• Using the full range of punctuation taught correctly including:					
• Comma to mark a fronted adverbial					
• Consistent use of punctuation to demarcate dialogue					

<ul style="list-style-type: none">• Accurate use of the apostrophe for singular and plural possession					
<ul style="list-style-type: none">• Evidence of individual editing of writing leading to improvement					

To be completed by the teachers who are moderating.

(Please highlight one) Based on the evidence of independent work presented in the books this pupil is:		
Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
Strengths of the written pieces:		Next steps for the pupil to work on:

Moderated by _____

School (s) _____

Date _____