

# WRITING MILESTONES

## Year 4

### Spelling

The child spells words from the year 4 spelling list.

### Sentence Construction

The child accurately punctuates complex sentences.

The child uses an apostrophe for possession.

The child groups related sentences into paragraphs.

The child punctuates direct speech.

### Vocabulary

The child deliberately uses adventurous vocabulary to add detail and engage the reader.

### Structure

The child organises their writing according to the genre.

### Handwriting

The child uses joined handwriting throughout all writing.

### Editing

The child edits writing checking for accuracy of grammar and vocabulary.



## Reach2 Milestones

In order to achieve the Reach2 Milestones, the child needs to demonstrate that they can write for a purpose in a wide range of genres within all areas of the curriculum for enjoyment and meaning. The child reflects on their writing enabling them to draft edit and improve, allowing the child to publish their work and celebrate their writing.

## ASSESSING ATTAINMENT

**Working towards** is for those children who are working well below age related expectations (SEN). Staff will look to previous year group objectives to inform the pupil's IEP.

**Aspiring to meet** children who are accessing the expectations of their year group, however are not deemed to be 'on track without significant additional support and intervention'. (TARGET GROUP)

**On track to meet:** children who are on track to comprehensively attain the SKU of the assessment criteria by end of the year.

**Met** is for those children who demonstrate they have mastered the SKU of the assessment criteria and can apply them across a broad range of contexts.

## Genre Coverage - Writing Opportunities (Key Stage 1)

### **Narrative**

- Write stories set in places pupils have been.
- **Write stories with imaginary settings.\***
- **Write stories and plays that use the language of fairy tales and traditional tales.\***
- **Write stories that mimic significant authors.\***
- **Write narrative diaries.\***

### **Non-Fiction**

- Write labels
- Write lists.
- Write captions.
- Write instructions.
- Write recounts.
- Write glossaries.
- Present information.
- Write non-chronological reports.

### **Poetry**

- Write poems that use pattern, rhyme and description.
- Write nonsense and humorous poems and limericks.

### Only the following are statutory at KS1:

- ⇒ personal experiences
- ⇒ real events
- ⇒ poetry
- ⇒ different purposes.

**\* Non-statutory**

### COVERAGE OF LEARNING OBJECTIVES

Please highlight the LO as they are covered.

#### Key



Covered once



Covered twice



Covered three times



Covered more than three times

E.g.: Use well-chosen adjectives to add detail.

## Writing Assessment: Year 4

### Transcription

REAch2 Milestone & LO	Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p><b><u>Handwriting</u></b></p> <p><b>LO: To present neatly</b></p> <p><b>By end of the learning journey:</b></p> <p><b>“The child uses joined handwriting throughout</b></p>	Use diagonal and horizontal strokes to join letters.	With support, has begun to attempt some diagonal and horizontal strokes.	With guidance, has started to use some of the diagonal and horizontal strokes needed to join letters.	Uses diagonal and horizontal strokes to join letters.
	Join letters, deciding which letters are best left un-joined.	Writing is beginning to be joined appropriately. Some letters that it would be better not to join have been joined.	Writing generally shows appropriately and consistently joined letters.	Writing almost always shows fluent, joined letters.
	Make handwriting legible by ensuring down-strokes of letters are parallel and letters are spaced appropriately	Writing is beginning to show parallel down-strokes and appropriate spacing.	Writing generally shows accurate spacing and well-formed letters.	Writing is easy to read due to clear and thoughtful spacing and parallel down-strokes

## Writing Assessment: Year 4

### Transcription

REAch2 Milestone & LO	Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Spelling</p> <p style="text-align: center; font-weight: bold; font-size: 1.2em;">LO: To spell correctly</p> <p>By end of the learning journey: "The child spells words from the year 4 spelling list."</p>	Spells words from the Year 4 spelling list.	Experiments with Year 4 spelling words, but is often incorrect.	With reminders, spells words from the Year 4 spelling list, mostly accurately.	Spells words from the Year 4 spelling list accurately.
	<b>Use prefixes and suffixes, and understand how to add them.</b>	When examples are provided, prefixes and suffixes are used.	Prefixes and suffixes are often used.	Well-chosen prefixes and suffixes are used correctly.
	<b>Spell homophones correctly.</b>	Some homophones are used correctly, while others may be misused.	Most homophones are used correctly.	Almost all homophones are used correctly.
	<b>Place the possessive apostrophe in words with regular and irregular plurals</b>	When guidance is provided, the possessive apostrophe is used for regular plurals.	When reminders are provided, the possessive apostrophe for both regular and irregular plurals is used.	The possessive apostrophe for both regular and irregular plurals is used accurately and consistently.
	Use the first two or three letters of a word to check its spelling in a dictionary	Is beginning to use the first letter of a word to check its spelling in a dictionary.	With guidance, uses the first two or three letters of a word to check its spelling in a dictionary	Uses the first two or three letters of a word to check its spelling in a dictionary
	Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	Is beginning to write from memory simple sentences dictated by the teacher that include words taught so far, although support may sometimes be required.	Can mostly write from memory simple sentences dictated by the teacher that include words & punctuation taught so far.	Can write from memory simple sentences dictated by the teacher that include words & punctuation taught so far.
	Apply simple spelling rules and guidelines, as listed in Appendix 1 of English Programme of Study. <i>(see Spelling Rules)</i>	Some of the simple spelling rules are used.	Most of the simple spelling rules are used.	All or almost all of the simple spelling rules are used.

## Writing Assessment: Year 4

### Composition

REAch2 Milestone & LO	Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p><b><u>Vocabulary</u></b></p> <p><b>LO: To use imaginative description</b></p> <p>By end of the learning journey:</p> <p>The child uses adjectives, adverbs and expanded noun phrases to describe and specify.</p>	Uses nouns and pronouns appropriately for clarity and cohesion and to avoid repetition	With the support of a teacher, can begin to identify and use nouns and pronouns	Can use a mixture of nouns and pronouns to avoid repetition.	Can & use nouns and pronouns correctly. Pronouns are interspersed with nouns to avoid repetition.
	<b>Uses expanded noun phrases to describe and specify.</b> E.g.: The enormous, red bird	With support, begins to attempt expanded noun phrases.	With reminders, uses expanded noun phrases to describe and specify.	Uses expanded noun phrases to describe and specify.
	<b>Use adverbs for extra detail.</b>	<i>With the support of a teacher, adverbs are used.</i>	<i>Generally, adverbs are used to provide the reader with extra detail.</i>	<i>Well-chosen adverbs add relevant and exciting information for the reader.</i>
	<b>Use a range of descriptive phrases including some collective nouns eg: noun phrases/noun phrases expanded by the addition of modifying adjectives, collective nouns/preposition phrases</b>	When encouragement is given, some descriptive phrases are used. E.g.: noun phrases/preposition phrases	When reminders are provided, some descriptive phrases, including the use of preposition phrases, expanded noun phrases and collective nouns are included.	Well-chosen descriptive phrases, including the imaginative use of preposition phrases, collective nouns, and expanded noun phrases are used.
	Use similes effectively.	When encouragement is given, similes are used.	When reminders are provided, similes are used effectively	Well-chosen descriptive phrases, including sillies are used.
	Use alliteration effectively	When support is given, alliteration is used.	When reminders are provided, alliteration is used effectively.	Well-chosen alliteration is used.
	Uses conjunctions, adverbs and prepositions to express time and cause .	When examples are provided, conjunctions, adverbs and prepositions begin to express time/cause.	With reminders, uses conjunctions, adverbs and prepositions to express time and cause	Uses conjunctions, adverbs and prepositions to express time and cause .
	Use and understand grammatical terminology when discussing reading and writing: Year 3, word family, conjunction, adverb, preposition, direct speech, speech marks (inverted commas) prefix, consonant, vowel, clause, subordinate clause. Year 4, pronoun, possessive pronoun, adverbial.	The use of Year 3 terminology is growing and applied in most cases.	The use of Year 3 terminology is fluently applied and some of the Year 4 terminology is understood and used.	The Year 3 and 4 terminology is fluently applied throughout a range of reading and writing activities.

## Writing Assessment: Year 4

### Composition

REAch2 Milestone & LO		Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p style="text-align: center;"><b><u>Sentence Construction</u></b></p> <p style="text-align: center;"><b>LO: To structure and punctuate sentences appropriately</b></p> <p>By end of the learning journey:</p> <p>“The child accurately punctuates complex sentences.</p> <p>The child uses an apostrophe for possession.</p> <p>The child groups related sentences into paragraphs.</p> <p>The child punctuates direct speech.</p>	<b>Punctuate accurately</b>	Use fronted adverbials, followed by a comma.	When examples are provided, sentences that begin with an adverb are correctly punctuated. <i>(Unexpectedly, there was a loud knock at the door.)</i>	With reminders, uses fronted adverbials, followed by a comma.	Uses fronted adverbials, followed by a comma.
		<b>Place the possessive apostrophe in words with regular and irregular plurals</b>	When guidance is provided, the possessive apostrophe is used for regular plurals.	When reminders are provided, the possessive apostrophe for both regular and irregular plurals is used.	The possessive apostrophe for both regular and irregular plurals is used accurately and consistently.
		Use and punctuate direct speech.	When guidance is provided, direct speech is contained within speech marks (inverted commas)	Direct speech is generally contained within speech marks. Capital letters are generally used for the first letter of the first word of each sentence within the speech marks. Direct speech is separated from the rest of the sentence, usually by a comma (For example: Dad said softly, “Please sit down.”)	In addition to the fluent use of speech punctuation as outlined in ‘on track to meet’, the following is used and applied correctly: When breaking direct speech up, by inserting information about who is speaking, capital letters for the first word inside the second set of speech marks are not used. (For example: “If you think you can speak to me like that,” she said, “you had better think again!”
	<b>Paragraphs</b>	<b>Organise paragraphs around a theme.</b>	When examples are provided, paragraphs focus on a theme.	When reminders (for example, to produce mind maps) are provided, paragraphs are well organised around a theme.	A theme is clearly introduced and developed, and remains consistent throughout each paragraph.
		<b>Sequence paragraphs.</b>	An attempt to create a logical sequence for paragraphs can be seen.	Paragraphs have a logical order although there may be some paragraphs out of logical sequence.	A clear and logical sequence of paragraphs is evident.

## Writing Assessment: Year 4

### Composition

REAch2 Milestone & LO		Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p style="text-align: center;"><b><u>Sentence Construction</u></b></p> <p><b>LO: To structure and punctuate sentences appropriately</b></p> <p>By end of the learning journey:                      “The child accurately punctuates complex sentences.                      The child uses an apostrophe for possession.                      The child groups related sentences into paragraphs.                      The child punctuates direct speech.</p>	Use sentences appropriately	<p><b>Use a mixture of simple, compound and complex sentences.</b></p>	When help is provided, writing includes a mixture of sentence types.	When reminders are provided, a mixture of sentence types is used.	Writing demonstrates well-chosen and correctly punctuated sentence types.
		Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	When examples or support is provided, is beginning to write sentences with more than one clause.	With reminders, writes sentences with more than one clause; beginning to use conjunctions, such as: when, if, because, although	Writing demonstrates a range of sentences with more than one clause; using a wider range of conjunctions, such as: when, if, because, although
		Use connectives that signal time, shift attention, inject suspense and shift the setting.	When a framework or examples are provided, connectives are used.	When reminders are provided of a range of connectives, effective choices are generally made.	A good range of connectives is used to convey the passing of time, to inject suspense and to shift attention.
		Write sentences that include: conjunctions, adverbs, direct speech, is punctuated correctly, uses clauses and adverbial phrases	Some of the features listed are used in writing.	Most of the features listed are used in writing.	Sentences include all of the features listed, as appropriate for the type of writing. Direct speech is almost always punctuated correctly.
		Use the perfect form of verbs to mark relationships of time and cause, for example, present perfect: she has arrived. Past perfect: By the time we arrived at the party, it had ended. Future perfect: By the time we arrive the party will have ended.	When help is provided, the perfect forms of verbs are used appropriately with the correct endings of past participles for regular (-ed) verbs.	When reminders are provided, the perfect forms of verbs are used in conjunction with appropriate past participle endings for both regular and some irregular verbs. For example, (She has become; Over the years she became; By the time she was eleven she had become.)	The perfect forms of verbs are used effectively to show when an event happens. An understanding is demonstrated of how time shifts may be created through the use of language

## Writing Assessment Year 4

### Composition

REAch2 Milestone & LO	Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p style="text-align: center;"><b><u>Structure</u></b></p> <p style="text-align: center;"><b>LO: To organise writing appropriately</b></p> <p>By end of the learning journey:</p> <p>“The child organises their writing according to the genre. “</p>	Use the main features of a type of writing (identified in reading).	Writing frames or similar support are used.	When reminders (such as success criteria) are provided, the main features of the type of writing are applied.	The main features of a type of writing are generally applied without prompts.
	Use organisational devices such as headings and subheadings	When writing frames or similar support are provided, organisational features are used.	When reminders are provided, organisational devices are used effectively.	Organisational devices are generally used effectively.
	Use techniques used by authors to create characters and settings.	When help is provided, character descriptions are generally focused on appearance rather than character traits. When help is provided, settings are generally described in terms of what can be seen.	When reminders are provided, character descriptions include some character traits. When reminders are provided, descriptions of settings include an attempt to capture or suggest mood.	Character descriptions include a mixture of appearance and action to convey the nature of the character. Settings are generally conveyed well in terms of appearance, atmosphere and mood.
	Discuss what they have written with the teacher or other pupils	With adult support can begin to discuss what they have written with others.	With some guidance, can generally discuss what they have written with the teacher or other pupils	Can discuss what they have written with the teacher or other pupils.
<p style="text-align: center;"><b><u>Editing</u></b></p> <p style="text-align: center;"><b>LO: To check and edit writing</b></p> <p>By end of the learning journey:</p> <p>“The child edits writing checking for accuracy of grammar and vocabulary.”</p>	Proof-read for spelling and punctuation errors.	With support, is beginning to proof-read writing for spelling and punctuation errors.	With reminders, proof-reads writing for spelling and punctuation errors.	Regularly proof-reads writing for spelling and punctuation errors.
	Assess the effectiveness of their own and others’ writing and suggesting improvements	With support, is beginning to assess the effectiveness of their own and others’ writing and suggesting improvements.	With reminders, assesses the effectiveness of their own and others’ writing and suggests improvements.	Assesses writing and suggests improvements to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	Read aloud to a group or whole class, using appropriate intonation.	When encouragement and support are provided, presentations are beginning to show confidence and appropriate intonation.	Appropriate intonation is attempted in most cases.	Presentation is articulate and intonation, pace and variation in volume show

# Oracy Assessment: Year 4

## Oracy

REAch2 Milestone & LO		Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p><b>Oracy</b></p> <p><b>LO: To use spoken language effectively</b></p> <p>By end of the learning journey:</p> <p><i>“The child uses spoken language to express, to understand, to communicate socially for a purpose, and to listen.”</i></p>	<b>Expressive</b>	Says sentences that are grammatically correct.	With adult support, begins to experiment...	With occasional prompts or reminders, can...	Can ....
		Asks a range of questions for different purposes.			
		Justifies and explains their ideas.			
		Talks about topics they enjoy.			
		Explain an event or story using key connectives.			
	<b>Receptive</b>	Understands contrasts and comparatives.	With adult support, begins to experiment...	With occasional prompts or reminders, can...	Can ....
		Understands a range of questions.			
		Listens & follows a complex two step/three step instruction.			
		Understands humour.			
	<b>Pragmatic</b>	Asks for an explanation if something is unclear.	With adult support, begins to experiment...	With occasional prompts or reminders, can...	Can ....
		Holds the attention of the listener, adapting talk.			
		Uses and experiments with different styles of talking with different people.			
		Gives appropriate comments when in discussions.			
	<b>Listening</b>	Shows empathy.	With adult support, begins to experiment...	With occasional prompts or reminders, can...	Can ...
		Listens with sustained concentration.			