Writing at Expected Standard in Year 4

Working at the	expected standard	Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
Across a range of writing, I can:		P	P2	P3	P4	P5	P6	P7	P	P9	P10	P11	P12
write a range of narratives and non-fiction pieces		1							ð				
using a consistent and appropriate structure,													
including genre specific layout devices.													
write narratives with a clear beginning, middle													
and end with a coherent plot.													
proof read consistently and amend their own and													
others writing. E.g. adding nouns and pronouns													
to avoid repetition, recognising where verbs and													
subjects do not agree or lapses in tense.													
create detailed settings, characters and plot in													
narratives to engage the reader.													
consistently organise my writing into paragraphs													
around a theme													
	always maintain an accurate tense throughout a												
piece of writing.													
always use Standard English verb inflections													
	were' rather than 'I was' / 'I did'												
rather than 'I dor	, ,												
Use the full	Capital letter												
range of	Full stop												
punctuation	Exclamation mark												
from Year 3.	Question mark												
	Comma for list												
use all the necessary punctuation in direct													
speech, mostly accurately including a comma													
after the reporting clause and all end punctuation													
within the inverted commas.													
consistently use the apostrophe for singular and													
plural possession with increasing confidence.													
expand noun phrases with the addition of													
modifying adjectives and prepositional phrases.													
E.g. the strict teacher with the curly hair.													
regularly choose nouns or pronouns appropriately to aid cohesion and avoid													
repetition e.g. he, she, they, it, etc.													
use fronted adverbials, e.g. as quick as a flash,													
last weekend. Usually demarcated with a													
comma.													
use words with prefixes correctly, e.g. irrelevant,													
	autograph, incorrect, disobey, superstar,												
antisocial.													
spell all words with suffixes correctly e.g. usually													
, poisonous, adoration.													
spell homophones correctly, e.g. which and													
witch													
	spell all of the Year 3 / 4 Spelling list correctly.												
use a consistent, neat, joined handwriting style.													
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Writing at Greater Depth within Expected Standard in Year 4

Norking at a Greater Depth within the		Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		m 2
<u>expected standard in Year 4</u> <u>Across a range of writing, I can:</u>	P 1	P2	P3	P4	P5	P6	P7	P 8	P9	P10	P11	P12
write a range of narratives that are well-structured and well-paced.												
write a range of non-fiction texts that are well-structured with appropriate layout devices.												
proof read consistently and amend their own and others writing correcting errors in grammar, punctuation and spelling and adding nouns and pronouns for cohesion.												
create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.												
consistently organise my writing into paragraphs around a theme to add cohesion and aid the reader.												
always maintain an accurate tense throughout a piece of writing.												
always use Standard English verb inflections accurately. ('we were' rather than 'I was' / 'I did' rather than 'I done')												
use all the necessary punctuation in direct speech, mostly accurately including a comma after the reporting clause and all end punctuation within the inverted commas.												
consistently use the apostrophe for singular and plural possession with increasing confidence.												
expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases. E.g. the heroic soldier with an unbreakable spirit.												
consistently choose nouns or pronouns to aid cohesion and avoid repetition e.g. he, she, they, it, etc.												
apply all spelling rules and guidance from the Year 3 / 4 Spelling list in my writing. (including suggested prefixes, suffixes, and homophones).												
use my knowledge of word families to help with my spelling. E.g. happy, unhappy, happiness.												
use a consistent, neat, joined handwriting style.												