



Year 4 WRITING: Working Towards Expected Level

Composition: Structure and Purpose	Begin to discuss and develop ideas before writing								
	Organise writing into sections or paragraphs, usually with a scaffold or prompt Content may lack cohesion								
	Stories are written with a clear beginning, middle and end, starting to create more detailed settings and characters, along with a coherent plot								
	Evaluate own and others' writing								
	Proof read, edit and revises, with direction								
Composition: Grammar and Punctuation	The same tense is sustained throughout the writing, simple present tense is used in dialogue								
	Starting to use: Full stops and capital letters correctly, question marks, exclamation marks, inverted commas								
	Beginning to show an awareness of the need for a comma after fronted adverbials								
	Use a range of sentence openers								
Composition: Transcription	Use some prefixes and suffixes from the year 3 4 list								
	Begin to use and spell correctly words from the year 3 4 list								
	Writing is legible, all letters are correctly formed and orientated in relation to one another, appropriate letters are joined consistently								
	Appropriate letters are joined consistently								

Year 4 WRITING: Working at the Expected Level

Composition: Structure and Purpose	Discuss and develop initial ideas in order to plan and draft before writing								
	Write in a number of different forms and with a growing sense of audience								
	Organise writing into sections or paragraphs, organising paragraphs around a theme								
	Create settings, characters and plots in narrative with increasing detail and cohesion								
	The ending is developed and of an appropriate length								
	Use a range of presentational devices, including use of title and subheadings								
	Evaluate own and others writing; proof read, edit and revise								
Composition: Grammar and Punctuation	Choice of tense is accurate and consistent (including present perfect)								
	Usually use 1 st /3 rd person correctly								
	Using:	Full stops and capital letters correctly							
		Question marks							
		Exclamation marks							
		Inverted commas							
		Apostrophes for possession							
	Mixture of grammatically accurate simple, compound and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if because, although								
	Appropriate use of pronouns to avoid repetition								
	Using fronted adverbials with a comma								
Language is used to add variety and create interesting including: Noun phrases Adverbs Adjectives									
Beginning to use a wider variety of powerful verbs									
Use of a wide and varied range of sentence openings									
Composition: Transcription	Using prefixes and suffixes from the year 3 4 list; in, il, im, re, sub, inter, auto, sion, ous, cian, ly								
	Spell most words correctly from the year 3 4 spelling list								
	Using the diagonal and horizontal strokes needed to join letters most of the time and understand which letters are best left unjoined								



	Increase the legibility, consistency and quality of their handwriting						
Year 4 WRITING: Working at Greater Depth							
Composition: Structure and Purpose	Effective use of paragraphs adds cohesion and aids the reader						
	Stories structure is well developed and well paced						
	Consistently and confidently proof-read and amend their own writing						
Composition: Grammar and Punctuation	<u>Confidently and independently through writing across the curriculum:</u>						
	Choice of tense is accurate and consistent						
	Noun phrases, adverbs, adjectives are used to create variety and interest						
	Capital letters, full stops, question marks, exclamation marks are used accurately						
	Inverted commas and other punctuation to indicate direct speech are used with more confidence						
	Competent use of fronted adverbials						
Uses a wide range of sentence openings							
	Use apostrophes to mark singular and plural possession						
	Use dialogue to show character and to advance the action. Balance dialogue with narrative						
	Writers viewpoint is established, but may not be maintained						
	Demonstrates the ability to plan and structure non-narrative texts appropriately, without the use of a model						
	Attempts to use technical and precise vocabulary in non-narrative writing						
Composition: Transcription	Spelling is usually accurate and demonstrates a deep understanding of a wide range of spelling rules and word families						