

Year 4

Working towards the expected standard (Y4)

The pupil should have the opportunity to write for a range of purposes

Tense	<ul style="list-style-type: none"> • Consistent use of past and present tense with some variety used in past tense forms e.g. progressive and present perfect • Mostly consistent use of Standard English for verb inflections
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> • Use of co-ordination and subordination • Some use of fronted adverbials to vary sentence structure – may not be consistent across writing forms
Level of detail	<ul style="list-style-type: none"> • Use of expanded noun phrases to add description and detail • Start to use a varied and rich vocabulary
Cohesive devices	<ul style="list-style-type: none"> • Use adverbs and prepositions to support sequence • Some use of fronted adverbials to introduce or connect
Text structure and organisation	<ul style="list-style-type: none"> • Select relevant content • Group related ideas in paragraphs • In narrative write an opening paragraph and further paragraphs for each stage • Sequence ideas or events • Maintaining form e.g. bullet points, headings
Punctuation	<ul style="list-style-type: none"> • Use of full stops and capital letters, question marks, commas to separate items in a list, apostrophes for contracted forms mostly correctly • Some accurate use of commas after fronted adverbials and speech punctuation
Transcription	<ul style="list-style-type: none"> • Most key stage 1 common exception words are spelt correctly • Some accurate application of spelling rules in Appendix 1 for Y3/4 and some accurate spelling of words from the Y3/4 word list • Some accurate use of a/an
Edit and Evaluate Proof-read	<ul style="list-style-type: none"> • Greater confidence in making simple additions, revisions and corrections: <ul style="list-style-type: none"> ○ Re-reading and evaluating writing checking for meaning and tense form ○ Proof-reading their own writing

Working at the expected standard (Y4)

The pupil has the opportunity to write for a range of real purposes and audiences. These purposes and audiences should underpin the decisions about the form the writing should take

Tense	<ul style="list-style-type: none"> • Use a variety of verb forms correctly and consistently (past and present tense, progressive and present perfect) • Use Standard English forms for verb inflections (<i>we were</i> instead of <i>we was</i>)
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although) • Use fronted adverbials to vary sentence structure (time, place and cause/manner)
Level of detail	<ul style="list-style-type: none"> • Use of expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Use of a varied and rich vocabulary • Develop settings using expanded noun phrases and fronted adverbials • Use descriptions and speech to build a character and evoke a response
Cohesive devices	<ul style="list-style-type: none"> • Use fronted adverbials to connect and introduce paragraphs • Some use of determiners to give more detail about nouns • Avoid repetition through choice of noun or pronoun
Text structure and organisation	<ul style="list-style-type: none"> • Create characters, settings and plot in narrative • Use paragraphs to organise information and ideas around a theme • Use paragraphs to organise and sequence more extended narratives • Use organisational devices including headings and subheadings
Punctuation	<ul style="list-style-type: none"> • Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list, apostrophes for contracted forms and possession • Mostly accurate use of Y4 punctuation: commas after fronted adverbials and inverted commas for direct speech • Some accurate use of other punctuation to indicate direct speech and possessive apostrophes for plural nouns
Transcription	<ul style="list-style-type: none"> • Full range of spelling rules in Appendix 1 for Y3/4 are mostly accurate • Mostly accurate spelling of words from the Y3/4 word list • Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency
Edit and Evaluate	<ul style="list-style-type: none"> • Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation
Proof-read	<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors

Working at greater depth (Y4)

The pupil can write effectively and coherently for different purposes, selecting suitable forms with appropriate features and showing greater awareness reader

Tense	<ul style="list-style-type: none"> • Confident use of a variety of verb forms (simple, progressive and present perfect) • Use Standard English forms accurately
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> • Controlled use of a variety of sentence structures to enhance the effectiveness of writing (placement of subordinating conjunctions and adverbials)
Level of detail	<ul style="list-style-type: none"> • Effective use of expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • A good control of a varied and rich vocabulary
Cohesive devices	<ul style="list-style-type: none"> • Controlled use of fronted adverbials to vary sentence structure and to link and introduce paragraphs • Use a range of determiners to avoid repetition • Appropriate choice of nouns and pronouns to avoid repetition
Text structure and organisation	<ul style="list-style-type: none"> • Paragraphs are used with greater control in both narrative and non-narrative demonstrating a wider range of fronted adverbials
Punctuation	<ul style="list-style-type: none"> • Use the punctuation taught so far accurately (full stops, capital letters, exclamation marks, question marks, commas in a list, apostrophes for contracted forms, apostrophes for singular possession, commas after fronted adverbials, inverted commas and other punctuation to indicate direct speech and growing accuracy in the use of possessive apostrophes for plural nouns)
Transcription	<ul style="list-style-type: none"> • Full range of spelling rules in Appendix 1 for Y3/4 are mostly accurate • Mostly accurate spelling of words from the Y3/4 word list • Use joined handwriting consistently throughout their independent writing with greater fluency
Edit and Evaluate	<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors in writing with greater independence
Proof-read	