

End of Year 4 Writing Expectations



1. Child as a writer

- a. Can evaluate and discuss themselves as a writer
- b. Can write at will and independently
- c. Can generate multiple feasible ideas from a stimulus
- d. Can write whole and part texts with fluency and stamina
- e. Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- f. Can use some 'tricks of the trade' for a given style to ensure that the style of writing is evident to the reader

2. Composition: Sentences

- a. Can use a mixture of sentence types, sometimes varying their structure
- b. Can use adverbials in different positions in a sentence e.g. *Finally the sunshine came out; I watched with anticipation*
- c. Can extend sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although*
- d. Within sentences, subjects and verbs agree, e.g. *'We were playing'* rather than *'We was playing'*
- e. Can use verb tenses consistently and accurately across a range of text types
- f. Sentences are grammatically accurate, giving relevant and precise information
- g. Is beginning to use co-ordinating and subordinating conjunctions to develop the flow of writing
- h. Verbs are qualified by adverbs and adverbial phrases e.g. *She ran slowly.....*
- i. Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition

3. Punctuation (can demarcate sentences accurately and appropriately)

- a. Can (nearly always) use full stops, capital letters, exclamation marks and question marks accurately
- b. Can consistently use capital letters for proper nouns
- c. Inverted commas are nearly always in the correct place for simple speech - *"Share this with me" he said*
- d. Commas are usually used in a list
- e. Is beginning to use commas after fronted adverbials
- f. Starting to use commas for separating clauses, although not always accurately
- g. Can use the apostrophe for omission correctly
- h. Can indicate possession by using the possessive apostrophe with plural nouns e.g. *The pupils'....*

4. Composition: Context, Audience and Purpose

- a. Is beginning to know how to write for different audiences and different purposes
- b. Can confidently compose and rehearse a cohesive text
- c. Is progressively building a varied and rich vocabulary
- d. Records ideas in chunks (paragraphs) and is able to check that their writing follows their original plan
- e. Can consider the needs of the reader when planning their text
- f. Can include details to add interest, to persuade or to direct
- g. Imagination is shown by the inclusion of details e.g. direct speech, description of setting and the description of characters feelings.
- h. Expresses an opinion by giving justification for their ideas
- i. Is beginning to establish a viewpoint in their writing

5. Composition: Narrative

- a. Can write a clear story structure with build up and climax
- b. Beginnings of narrative are more lively and can capture the readers interest
- c. Basic elements of story structure are present
- d. Paragraphs are attempted for a change in action, setting and time
- e. Demonstrates an awareness of the reader
- f. Is beginning to develop characterisation through describing how characters look, react, talk or behave
- g. Tense and perspective are maintained throughout narrative work

6. Composition: Non-narrative

- a. Can write a clear introduction, followed by logical points, drawing to a defined conclusion
- b. Paragraphs have relevant openings
- c. Paragraphs are used to group ideas logically
- d. Points are raised in a sensible order
- e. Can use organisational devices confidently e.g. headings and subheadings, bullet points, introductory phrases.....
- f. Main features of text type are used e.g. non chronological report has an introduction, some points under subheadings and an end statement.
- g. Can choose and sustain the use of the correct tense.

7. Composition: Editing
a. Can propose changes to grammar and vocabulary to improve consistency and quality
b. Can proof read to check for spelling errors
c. Can proof read to check for missing punctuation
d. Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing
e. Can read peers' writing and make suggestions for improvement against the success criteria and about spelling, punctuation and vocabulary

8. Spelling and word work
a. Can spell most of the Year 3 & 4 word list in writing
b. Can use the possessive apostrophe correctly in most situations
c. Prefixes from English Appendix 1 are used correctly <i>e.g. il, ir, re, sub, inter, anti, auto</i>
d. Suffixes from English Appendix 1 are used correctly <i>e.g. -ly, -ation, -ous</i>
e. Uses the first two or three letters of a word to check its spelling in a dictionary

9. Handwriting
c. Clear differentiation between ascenders and descenders
d. Is increasing the legibility, consistency and quality of their handwriting
e. Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to each other are best left unjoined

10. Spoken English (Oracy)
a. Read aloud what you have written with appropriate expression, noticing common errors i.e. omission or repetition of words.
b. Explain your choice of language and sentence structure, making reference to the impact on the audience
c. Confidently perform relevant text types that you have created to an audience i.e. poetry or sections of narrative
d. Discuss what you have written, responding to a range of feedback i.e. audience, peers, teachers