

Writing End of Year Standard - Year 4

Composition

- Evidence of discussing writing similar to the writing that they are planning. Learning from its structure, vocabulary and **grammar**
- Evidence of planning their writing by discussing and recording their ideas. Composing and rehearsing sentences orally
- **Regularly** use rich and varied vocabulary to **enhance the composition of their writing and understand the impact this has on the reader**
- **Confidently** use a range of sentence structures to **enhance the composition of their writing and understand the effect of this on the reader**
- Organise paragraphs around a theme
- Write narratives that create settings, characters and plots with **consideration of audience and purpose**
- Write non-narrative texts that are consistently structured in a logical way which ensures cohesion across the piece of writing.
- Evaluate the effectiveness of their own and others writing **and suggest improvements.**
- Propose changes to grammar and vocabulary to improve consistency including the accurate use of **pronouns in sentences, expanded noun phrases and fronted adverbials**
- Proof read for spelling and punctuation errors and suggest ways to improve these - **apostrophes for possession, speech punctuation and the use of commas for fronted adverbials**
- Read their work clearly to the class or a group using **appropriate** intonation, tone and volume of their voice **so that meaning is clear**

- *Writing maintains appropriate cohesion throughout, including writing across the curriculum.*
- *Narratives include detailed descriptions and strong word choices to add detail and atmosphere*
- *Paragraphing in narrative adds cohesion to the writing and aids the reader.*
- *Well chosen detail and presentation in non-narrative helps to engage the reader throughout*

See overleaf For Handwriting Standard

Vocab, Grammar and Punctuation

- Regularly and when appropriate, extend sentences using a range of conjunctions, including when, if, because, although, before, after, while, so
- Use past tense verbs correctly in a range of written work
- Choose nouns or pronouns appropriately for clarity and cohesion within and across sentences
- Without being prompted by an adult, use adverbs and prepositions to express time and cause, e.g. next, soon, therefore, before, after, during, because of...
- Confidently use appropriate fronted adverbials to express time, place and manner, e.g. As the evening drew closer... (time), As I approached the...., (place), silent and foreboding, he crept... (manner)
- Accurate use of commas to mark fronted adverbials
- The use of common punctuation is accurate: full stops, capital letters, exclamation marks, question marks, commas in a list, apostrophes
- Use of inverted commas and other punctuation to indicate direct speech
- Use possessive apostrophes with plural nouns correctly, e.g. girls'
- Paragraphs used to organise information and signal a change in time, place or event/character
- Writing demonstrates competent use of a range of sentence structures which are specifically chosen to enhance the writing, e.g. simple, compound and complex sentences used across different pieces of writing

- *Grammar is accurate reflecting written Standard English*
- *Word and phrase choices, included the competent use of adverbials, bring the writing to life*
- *Writing demonstrates confident and fluent use of a wide range of punctuation including commas to mark phrases and clauses*

See overleaf For Spelling Standard

Transcription - Handwriting

- Handwriting is consistently joined and shows a fluent style
- Understand which letters, when adjacent to one another, are best left unjoined
- Increased legibility, consistency and quality of handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; lines of writing are spaced efficiently so that ascenders and descenders do not touch

- *Handwriting is legible and consistent when writing with increasing speed*

Transcription - Spelling

- Spellings in the Year 3+4 Appendix 1 are increasingly accurate, including the following prefixes and suffixes:
 - in- im- il- ir- sub- inter- super- anti- auto-
 - -ation -ous
- Spell words with ending that sound like 'shun', e.g. injection, musician, expression, tension
- Correctly spell all homophones and near homophones listed in including Appendix 1
- Correctly spell words from the Year 3+4 word list in Appendix 1
- Correctly spell words containing less common graphemes, including with the /g/ sound spelt 'gue', e.g. league, /k/ sound spelt 'que', e.g. unique and /s/ sound spelt sc, e.g. scheme
- Use the first two or three letters of a word to check its spelling in a dictionary, *with efficiency and confidence*
- From memory, write simple sentences dictated by the teacher that include words and punctuation taught so far
- Accurately use the possessive apostrophe in words with regular (boys') and irregular plurals (children's)

- *Spelling is accurate across a variety of pieces of written work, including more ambitious vocabulary choices.*
- *Spelling rules can be explained confidently and applied efficiently*

0-40% of statements highlighted - E4

40 -80% of statements highlighted - S4

80-100% of statements highlighted, *including depth statements* - N4