

YEAR 4	NATIONAL CURRICULUM EXPECTATIONS		
WRITINGSKI LL 1- SUPER SPELLER	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals [for example, girls, boys] and in words with irregular plurals [for example, childrens] • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Proof-read for spelling and punctuation errors 		
STEPS TO SUCCESS			
WORKING TOWARDS		WORKING WITHIN	WORKING AT GREATR DEPTH
<ul style="list-style-type: none"> • Spelling is usually accurate, including that of common polysyllabic words • Monosyllabic words with more complex letter strings are consistently spelt correctly (straight, thought) • Spelling of words with apostrophes is inconsistent 		<ul style="list-style-type: none"> • Spelling of many monosyllabic words is correct • Common polysyllabic words are usually spelt accurately • Phonetically plausible attempts at longer polysyllabic words 	<ul style="list-style-type: none"> • Correct use of apostrophe for omission • Spells most words correctly • Spells most longer familiar words correctly • Can spell some polysyllabic words containing unstressed vowels H carpet, definite, interest • Can spell words which require the doubling of consonants
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<p>WRITING SKILL 2-</p>	<ul style="list-style-type: none"> • Discussing and recording ideas • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] 		
<p>STRUCTURE & ORGANISATION</p>	<p>STEPS TO SUCCESS</p>		
	<p>WORKING TOWARDS</p>	<p>WORKING WITHIN</p>	<p>WORKING AT GREATR DEPTH</p>
	<ul style="list-style-type: none"> • A growing awareness of appropriate layout conventions, e.g. a clearly distinguished main heading, introduction and concluding statement • Points are dealt with in a sensible order, although coverage may be brief • Sequences of sentences organise ideas logically • Connectives are used in narrative as a signpost for the reader, e.g. Meanwhile, Henry was making his way through the wood. • Simple connectives (e.g. also, as well, because, but) may be used to link ideas logically • Similar information is grouped together in paragraphs in non-fiction writing • In narrative paragraphing is used for a new location in a story 	<ul style="list-style-type: none"> • The layout attempts to organise key ideas, e.g. the use of main and sub-headings, separate closing remarks, or distinguish between different speakers • Ideas are structured logically and the writing is drawn to a conclusion • Clear story structure with build-up and climax • There is clear progression through the points • In narrative, paragraphs are attempted for a change in action, setting and time 	<ul style="list-style-type: none"> • Clear introduction established with writing drawing to a defined conclusion • Shifts in time and place help shape story and guide reader through the text e.g. by introducing a new section to draw attention to the main event. • Sub-divide text appropriately i.e. uses bullet points, sub headings, introductory phrases • More controlled use of paragraphs to group ideas • A paragraph has a relevant

			opening but this can be rather brief or underdeveloped
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WRITING SKILL 3-	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • In narratives, creating settings, characters and plot • Assessing the effectiveness of their own and others writing and suggesting improvements 		
AUDIENCE & PURPOSE	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATR DEPTH
	<ul style="list-style-type: none"> • Some details add an element of humour, surprise or suspense • Some evidence of viewpoint established • Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description of characters feelings • Events are related to one another though not necessarily well paced • Some evidence of writing for effect e.g. persuasive, informative, entertain • The writing shows a growing awareness of the reader – e.g. frequent use of vocabulary for effect 	<ul style="list-style-type: none"> • Is beginning to add physical description of characters and setting • Begin to express an opinion • Beginnings of narrative are more lively and can capture the readers interest • Writer has control of their writing and is aware of the reader • They are beginning to know how to write to different audiences for different purposes • Basic elements of story structure are present e.g.: an opening, more than one character and two or more events in chronological sequence and a logical ending 	<ul style="list-style-type: none"> • Writing is fluent and imaginative with ideas being extended and developed but not always sustained • Writing suggests insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader • Viewpoint established but not always maintained

			<ul style="list-style-type: none"> The writer considers the needs of the reader and provides background information Can use some of the Tricks of the Trade for a given style to ensure that the style of writing is evident
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WRITING SKILL 4- WORDS, WORDS, WORDS	<ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read 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. 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATR DEPTH
	<ul style="list-style-type: none"> Details clarify information Beginning to enhance the sequence of events with varied, interesting use of vocabulary Nouns are modified by one or more precise adjectives H aloudwailingsound Vocabulary is interesting and appropriate 	<ul style="list-style-type: none"> Some evidence of verbs qualified by adverbs and adverbial phrases 3heranquickly;theboyclimbedoutofthepond,ontothesi deandthen movedaway Details are included where necessary Vocabulary can still be a little limited and key words are often used too frequently 	<ul style="list-style-type: none"> Well-chosen words and phrases to engage the reader and support purpose – these may still be well known to the writer

			<p>from other text examples or class lists etc.</p> <ul style="list-style-type: none"> • Details are included to add interest, persuade (e.g. obviously) or direct (e.g. imperative verbs)
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WRITING SKILL 5- GRAMMAR	<ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively • Using fronted adverbials building a varied and rich vocabulary and an increasing range of sentence • Learning the grammar for years 3 and 4 in English Appendix 2 structures (English Appendix 2) • Using commas after fronted adverbials • Proposing changes to grammar and vocabulary to improve consistency • Indicating possession by using the possessive apostrophe with plural nouns the accurate use of pronouns in sentences • Using and punctuating direct speech • Proof-read for spelling and punctuation errors • Use and understand the grammatical terminology in English Appendix 2 accurately • Extending the range of sentences with more than one clause by using a wider and appropriately when discussing their writing and reading range of conjunctions, including when, if, because, although • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using the present perfect form of verbs in contrast to the past tense • Using conjunctions, adverbs and prepositions to express time and cause. 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATR DEPTH
	<ul style="list-style-type: none"> • Verb tenses are mainly accurate and consistent across a range of text types • Well-chosen words and phrases are used to connect ideas within sentences, e.g. we were not 	<ul style="list-style-type: none"> • Within sentences, subjects and verbs agree, e.g. she was sharing ,rather than she was shares.... • Pronouns are used to avoid repetition • Verb tenses are accurate and consistent 	<ul style="list-style-type: none"> • Clauses are joined by a variety of connectives (because, which,

	<p>we was</p> <ul style="list-style-type: none"> • Sentences often begin in a different way, e.g. using an adverb (Nervously ,she walked into the room) or phrases (Without a doubt ,this was the best party ever) • Full stops, capital letters, exclamation marks and question marks are nearly always used accurately • Capital letters are usually used for proper nouns • Speech marks are nearly always in the correct place for simple speech H Help me to move this, hesaid. 	<p>across a range of text types</p> <ul style="list-style-type: none"> • Sentences are grammatically accurate, giving relevant and precise information rather than waffling • Sentence structure is varied by the use of adverbials in different positions H finally it started to rain ,I watched with fear • Connectives are used to link ideas, to contrast and to explain • Sentences demarcated accurately, even when sentence structure varies • Starting to use commas for separating clauses, although not accurately • Commas are always used in a list • Full stops, capital letters, exclamation marks and question marks are used with increased frequency and accuracy • Capital letters are always used for proper nouns 	<p>although, however)</p> <ul style="list-style-type: none"> • Complex sentences sometimes clarify relationships in time and place , e.g. meanwhile, during, while, until, following • Longer and more complex sentences are attempted • Tense choice is usually appropriate • Use of connectives to open sentences • In speech, uses new line for new speaker and starting to use full range of punctuation as well as speech marks, e.g. Helpmetomovet his, hesaid, asitisso heavy. • Correct use of apostrophe for omission • Some use of
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			commas to mark phrases or clauses accurately <ul style="list-style-type: none"> • Basic punctuation is present in most of sentences
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WRITING SKILL 6- HANDWRITING	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATR DEPTH
	Handwriting is joined and legible.		Handwriting style is fluent, joined and legible.