

Name: _____

Year 4 Writing Expectations



The pupil can, after discussion with the teacher:						
Working Towards the Expected Standard						
write for a range of purposes						
begin to use paragraphs						
create settings, characters in narrative						
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings)						
use the range of punctuation taught up to and including Y2 correctly and some of the punctuation taught in Y3 and Y4						
spell correctly many words from previous year groups and some words from the year 3/4 spelling list						
write legibly						
Working at the Expected Standard						
write for a range of real purposes and audiences, with increasing awareness of appropriate language and form						
create settings, characters and plot in narrative						
use speech punctuation correctly most of the time						
use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses)						
use some conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)						
use present and past tenses correctly and include a wider range of verb forms (e.g. we were going; they have been)						
use the range of punctuation taught up to and including Y4 mostly correctly (e.g. use of apostrophe, commas after adverbials)						
spell correctly words from learning in previous year groups, and most words from the Y3/Y4 spelling list, use phonics and morphology to spell words, begin to check spellings with a dictionary						
write legibly and with increasing fluency, paying attention to size and spacing						
maintain the use of joined handwriting throughout independent writing						
Working at Greater Depth (+all of Working at the Expected Standard)						
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing						
develop character through description, actions and dialogue						
begin to make choices about using sentences of different lengths and types						
improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)						

A child does not have to show every standard in every piece of writing. Evidence must be from an independent piece of writing.

