

Year 4 Expectation - Writing

Spelling, Grammar and Punctuation

- Can spell unfamiliar regular polysyllabic words accurately.
- Can spell most or all of the Year 4 High Frequency Words and the Year 3/4 words in the N.C. Appendix 1.
- Can use a dictionary confidently and independently to check spelling.
- Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.
- Can use more sophisticated conjunctions (e.g. although, however, nevertheless, despite, contrary to, as well as etc).
- Can use commas after fronted adverbials.
- Can use generalising words for style (eg sometimes, never, always, often, in addition).
- Can use links to show time and cause.
- Can use nouns and pronouns appropriately within and across sentences to aid cohesion and avoid repetition.
- Can use tenses accurately and consistently throughout.
- Can usually use correct grammatical structure so nouns and verbs agree.
- Can use apostrophes to mark omission and possession.
- Can use apostrophes to mark possession of plural nouns (eg. children's).
- Can use a wider range of connecting adverbs (eg however, meanwhile).
- Can experiment with a wide range of punctuation (eg commas, brackets, ellipsis).
- Can use inverted commas, mainly accurately.
- Can punctuate dialogue correctly including all necessary punctuation (a comma after the reporting clause and punctuation within inverted commas).
- Can use adjectives to convey shades of meaning (eg unbelievably, expensive, extremely).
- Can use subordinate clauses to write complex sentences.
- Can use subordinating conjunctions to create flow between paragraphs eg as soon as, by the time, even though, just as, so that.

Transcription, Composition and Vocabulary

- Can write neatly, legibly and accurately, usually maintaining a joined style.
- Can consistently join my handwriting with fluency, ensuring that ascenders and descenders of letters do not touch.
- Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').
- Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.
- Can use similes to make my writing more interesting.
- Can use metaphors to make writing more interesting.
- Am beginning to develop a sense of pace (lively and interesting writing).
- Can write in a lively and coherent style.
- Can write for a range of purposes.
- Can produce work which is organised and has a clear structure.
- Can provide humour, opinion or interest through detail.

- Can use a range of styles and genres confidently and independently.
- Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).
- Can open sentences in a wide range of ways for interest and impact.
- Can vary sentence structure and adapt sentence structure to text type.
- Can use paragraphs although may not always be accurate.
- Can develop characters and describe settings, feelings and emotions.
- Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).
- Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun - 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...' ; subordinate clauses - 'I felt better when...').
- Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etc).
- Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...; 'We always need to think about...').
- Can develop ideas in creative and interesting ways.
- Can write for a wider range of purposes (eg myths and legends, plays, persuasive texts, explanation texts and poems).
- Can use self and peer assessment to improve effectiveness of writing.