

Year 4 WRITING			
Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I use the diagonal and horizontal strokes that are needed to join letters. I understand which letters, when adjacent to one another, are best left un-joined. b/p/s/x 	<ul style="list-style-type: none"> I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	
Spelling	<ul style="list-style-type: none"> I use the first two or three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> I spell words with additional prefixes and suffixes and understand how to add them to root words. (– ation, ous, ion, ian) I use plural – s and possessive –s correctly. (The girls were playing football. The girls' football boots. The girl's football boots.) 	<ul style="list-style-type: none"> I recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle) I spell identified commonly misspelt words from the Year 3 and 4 word list.
Composition	<ul style="list-style-type: none"> I write from memory simple dictated sentences that include words and punctuation taught. My narrative writing is organised into clear sequences with more than a basic beginning, middle and end. 	<ul style="list-style-type: none"> I write a narrative with a clear structure, setting, characters and plot. I include key vocabulary and grammar choices that link to the style of writing. (e.g.: Scientific words/ historical words/ words that fit with the context such as science fiction) 	<ul style="list-style-type: none"> I begin to open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; five-part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them). My endings are developed and close the narrative appropriately relating to the beginning or a change in a character.

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Grammar	<ul style="list-style-type: none"> I use a range of sentences with more than one clause- through use of conjunctions. <i>(use of a wider range of conjunctions, such as, although, however, despite, as well as: 'We put our umbrellas up when it rained' becomes 'When it rained, we put up our umbrellas.')</i> I use the correct article 'a' or 'an'. My sentences are often opened in different ways to create effects. 	<ul style="list-style-type: none"> I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (When I was writing about bees, the hive and the queen, I remembered to write 'they', 'it', and 'she' every other time, so that my writing was less repetitive). I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. the accurate use of pronouns in sentences/accurate use of pronouns in sentences; 'I forgot to put the comma after a fronted adverbial'; realise the spelling of proverbly is wrong). I use fronted adverbials of place, time and manner, including the use of a comma. ('Later that day, I went shopping', 'As the sun went down, despite the dark clouds') 	<ul style="list-style-type: none"> I use expanded noun phrases with modifying adjectives. ('The strict teacher with curly hair.') I use adverbs and prepositions to express time, place and cause. I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions. I use standard English for verb inflections- instead of spoken forms. (We were- instead of we was, or I did instead of I done. He is/his instead of hes)
Punctuation	<ul style="list-style-type: none"> All my sentences are correctly demarcated. 	<ul style="list-style-type: none"> I use the apostrophe for omission and possession. – (women's rights, children's cloakroom) I secure the use of punctuation in direct speech, including a comma after the reporting clause. (The conductor shouted, "Sit down!") 	<ul style="list-style-type: none"> I almost always use commas for fronted adverbials.

Working at a HIGHER STANDARD (Greater Depth)

YEAR 4 WRITING

Transcription	Composition	Grammar	Drafting, Editing and Proof Reading
<ul style="list-style-type: none"> I use inverted commas, punctuation within them, and comma for the reporting clause accurately. 	<ul style="list-style-type: none"> My characters are developed through using their actions, speech and reactions. My non-narrative texts inform the reader effectively, giving sufficient relevant background information. My paragraphs are well-structured, aid cohesion and guide the reader through the text. 	<ul style="list-style-type: none"> I use a range of sentences types confidently and appropriately according to the text type, purpose and audience. My sentences are opened in different ways to create effects, including the positioning of clauses and the use of fronted adverbials. I use pronouns to avoid repetition and to support cohesion across the text. I add carefully thought-out detail with noun phrases, which are expanded before and after the noun with adjectives, prepositional phrases and adverbial phrases. I choose my words deliberately and carefully, including specific and technical vocabulary. 	<ul style="list-style-type: none"> I use drafting, re-drafting and editing process independently to make improvements to writing following evaluation of impact. The process of my editing is focused on impact and effect. My writing is proof read independently for accuracy and amendments made accordingly.