

Working Towards the Expected Standard: Pupil(s) are beginning to meet the following aims with support:				
★	To use an appropriate structure in non-fiction texts (including genre-specific layout devices).			
	To write narratives with a clear beginning, middle and end with a clear plot (may still be scaffolded).			
	To proofread and amend their own and others' writing with growing confidence.			
	To create more detailed settings, characters and plot in narratives.			
	To organise their writing into paragraphs around a theme.			
	To use the full range of punctuation from previous year groups.	full stops, capital letters, question and exclamation marks		
		commas within lists		
		apostrophes to show possession and to form contractions		
		commas for fronted adverbials		
		commas for clauses		
		inverted commas		
	To maintain accurate tense throughout a piece of writing.			
	To use Standard English verb inflections mostly accurately, e.g. 'we were', 'I did'			
	To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases.			
	To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.			
	To begin to use a range of conjunctions, adverbs and prepositions to aid cohesion within and across paragraphs.			
	To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.			
	To use some subordinate clauses to add relevant detail about the sentence subject maybe in varied positions.			
	To spell many of the Year 3 and 4 statutory spelling words correctly.			
	To use a neat, joined handwriting style consistently.			
	To proofread and amend their own and others' writing with growing confidence.			
Working At the Expected Standard: Pupil(s) are beginning to independently apply their knowledge:				
★ ★	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure for both purpose and reader.			
	To write narratives with a clear beginning, middle and end with a coherent plot.			
	To create more detailed settings, characters and plot in narratives to engage the reader.			
	To organise their writing into paragraphs around a theme distinguishing between different information, events or processes.			
	To use Standard English verb inflections accurately, e.g. 'we were', 'I did' and maintain accurate tense.			
	To use the full range of punctuation from previous year groups: full stops, capital letters, question and exclamation marks, commas within lists, apostrophes to show possession and to form contractions, commas for fronted adverbials, commas for clauses.			
	To use inverted commas and other punctuation to indicate direct speech mostly accurately e.g. comma/punctuation before/after speech. The conductor shouted, "Sit down!"			
	To build cohesion within and across paragraphs using the following:	Co-ordinating conjunctions: FANBOYS		
		Subordinating conjunctions e.g. although, however, after, as, when, if, because, until		
		Adverbials for time, place and cause		
		Pronouns to avoid repetition		
	To attempt some more complex sentence structures, where clauses have been embedded or are subordinating.			
	To start sentences in a variety of ways: fronted adverbials, prepositions, nouns/pronouns, different verb forms ed/ing			
	To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases.			
	To use some different some literary effects e.g. simile, metaphor and personification (maybe still at a simple level).			
	To spell all of the Year 3 and 4 statutory spelling words correctly.			
	To consistently use a neat, joined handwriting style.			
	To proofread and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.			
Working at Greater Depth within the Expected Standard: Pupil(s) are confidently and independently able to apply their knowledge:				
★ ★ ★	To write a range of narratives and non fiction that are well-structured with appropriate layout devices.			
	To write in a lively and coherent style developing ideas in interesting ways e.g. settings are described in some detail to create atmosphere, characters are developed through description and/or dialogue.			
	To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.			
	To consistently organise their writing into paragraphs around a theme distinguishing between different information, events or processes to aid the reader.			
	To always maintain an accurate tense throughout a piece of writing.			
	To always use Standard English verb inflections accurately, e.g. 'we were', 'I did'.			
	To use the full range of punctuation from previous year groups: full stops, capital letters, question and exclamation marks, commas within lists, apostrophes to show possession and to form contractions, commas for fronted adverbials, commas for clauses.			
	To use all necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.			
	To consistently build cohesion within and across paragraphs using the following: Co-ordinating conjunctions: FANBOYS, range of subordinating conjunctions, adverbials for time, place and cause, pronouns to avoid repetition.			
	To show control over the location of subordinating clauses to give variety to sentence structure.			
★	To consistently start sentences in a variety of ways: fronted adverbials, prepositions, nouns/pronouns, different verb forms ed/ing.			
	To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases.			

Year 4 writing checklist

	To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing.			
	To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling.			