

In Year Four, in writing, your child will be assessed against these criteria, at the end of the year...

Expected

- Writing demonstrates features of the given form, appropriate to audience, purpose and context.
- Narratives use increasingly more detail about characters, plot and settings.
- Fronted adverbials used e.g. Later that day, I heard the bad news.
- Use of comma after fronted adverbial is consistent.
- Using inverted commas and other punctuation for direct speech.
- Common punctuation is always accurate.
- Use a range of word and phrase choices to avoid repetition.
- Spelling is increasingly more accurate and complex words are phonetically plausible.
- Organise paragraphs around a theme, making links between paragraphs.
- Noun phrases modified by the addition of modifying adjectives, nouns, and preposition phrases e.g. 'the teacher' becomes 'the strict, maths teacher with curly brown hair'.
- Evaluate and edit own and others writing suggesting improvements.
- All known tenses are used accurately.
- Building a varied and rich vocabulary and an increasing range of sentences structures.
- Use more complicated conjunctions that set up contrasting relationships e.g. despite, nevertheless, consequently, although.
- Use standard forms for verb inflections e.g. 'we were' instead of 'we was'.
- Spelling new words using knowledge of morphology and etymology.
- Spell most of statutory word list for Year 3 and 4.
- To know and use the spelling rules in Appendix 2 of the national curriculum.

Letter Formation

- Show consistency in handwriting style ensuring that downstrokes of letters are parallel and equidistant.
- Avoid ascenders and descenders touching each other from one line to the next.

Greater Depth

- Writing demonstrates a deep understanding of taught text types with choices being made appropriately to form audience, purpose and context.
- Writing maintains an appropriate form and cohesion throughout.
- In narratives detailed description and strong word choices add detail and create atmosphere.
- Effective use of paragraphing adds cohesion and aids the reader.
- Non-narratives are structured in a logical way, ensuring cohesion across the piece.
- Well-chosen detail and presentation engage the reader throughout.
- Play with grammar, devices and structure from their wider reading but not yet taught e.g. brackets, ellipsis, compound adjectives, colons & semi-colons.
- Grammar is accurate reflecting written Standard English and a good use of all devices.
- Word and phrase choices, including competent use of fronted adverbials, bring the writing to life.
- Writing demonstrates fluent and accurate use of common punctuation with good consistency.
- Spelling is usually accurate, demonstrating a deep understanding of a wide range of spelling rules and word families from Y4 lessons and from previous years.
- Handwriting is legible and consistent, including fluent joining with increasing speed.
- Constructive evaluation is backed by reasons for their suggestions.
- Editing and improving is commonplace and there is an awareness of the improved impact on the reader.