

Y4 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, <u>editing</u> and proof-reading	Composition: Structuring and organising text	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling Handwriting
CONTEXT Teacher <u>assessment must</u> be based on a broad range of evidence from across the curriculum	Write for a range of real purposes and audiences with increasing stamina Engage the reader through selection of relevant content and choice of <u>appropriate features</u> Draw from models of similar writing, wider reading and research Discuss written work and use appropriate terminology (determiner, pronoun, <u>possessive pronoun</u> , adverbial)		Working at greater depth within the expected standard: <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, selecting suitable forms with appropriate features and showing greater awareness of the reader • Controlled use of a varied and rich vocabulary • Confident use of a variety of verb forms • Controlled use of a variety of sentence structures to enhance the effectiveness of writing (placement of <u>subordinating conjunctions</u> and adverbials) • Use paragraphs with control in both narrative and non-narrative demonstrating a wider range of fronted <u>adverbials</u> • Accurate use of the full range of punctuation taught so far (full stops, capital letters, exclamation marks, question marks, commas in a list, apostrophes for singular possession, inverted commas and other punctuation to indicate direct speech, commas after fronted adverbials and growing accuracy of apostrophes for plural possession) • Suffixes and prefixes used accurately (refer to year 3 /4 spelling appendix) • Greater independence when evaluating and editing the effectiveness of word choice and grammar • Proof-read spelling and punctuation errors in writing with greater independence 	

	Discuss similar models of writing and plan using features of the given form Plan, draft and orally rehearse writing, <u>including selecting</u> vocabulary and phrases to engage and interest the reader Enhance the effectiveness of writing through <u>a varied</u> and rich vocabulary, varied grammar and sentence structures Create setting, characters and plot in <u>narrative writing</u> including: <ul style="list-style-type: none"> • Developing settings using expanded <u>noun phrases</u> and fronted adverbials • Use descriptions and speech to build <u>a character</u> and evoke a response Evaluate and edit writing according to <u>purpose considering</u> the effectiveness of word choice, grammar and punctuation Proof-read for spelling and punctuation errors	Use paragraphs to organise information and ideas around <u>a theme</u> Use paragraphs to organise <u>and sequence</u> more extended narrative structures Use different ways, including <u>fronted adverbials</u> , to introduce or connect paragraphs (e.g. Sometime later/ Inside the castle/ Suddenly) Use simple organisational <u>devices including</u> headings and sub-headings to aid presentation Appropriate choice of pronoun <u>or noun</u> within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower. She <u>gave it</u> to her mum.)	Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although) Use nouns and noun phrases expanded by the addition of <u>modifying adjectives</u> , nouns and preposition phrases (e.g. park the car beside the fence, look at the speedboat with the blue sail) Use fronted adverbials to vary sentence structure (Later that day, <u>I heard</u> the bad news) Understand the difference between plural and possessive s Some use of determiners to give more detail about nouns (e.g. <u>the, a, his</u> , this, my, her, some) Mostly accurate use of punctuation at Y3 standard: Full stops and capital letters (including for proper nouns), <u>exclamation marks</u> , question marks, commas to separate items in lists, apostrophes for contracted forms (e.g. don't), apostrophes for possession with singular nouns (e.g. the dog's tail, John's hat) A range of punctuation is used, mostly accurately including: <ul style="list-style-type: none"> • Commas after fronted adverbials • Use of inverted commas Some use of other punctuation to indicate direct speech (e.g. <u>comma after</u> the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker) Some accurate use of possessive apostrophes for plural nouns (e.g. girls', boys', babies') Variety of verb forms used correctly and consistently (past and <u>present tense</u> , progressive and present perfect) Use standard English forms for verb inflections instead of local <u>forms</u> (e.g. we were instead of we was)	Able to write from memory sentences, dictated by the teacher, <u>that include</u> words and punctuation included in the Y3/4 word list Spelling is mostly accurate, with only a few errors in more <u>ambitious vocabulary</u> choices (refer to spelling appendix for Years 3 and 4) Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, <u>ly</u> , il-, re-, sub-, inter-) Spell the full range of spelling rules and patterns, as listed in <u>Appendix 1</u> for Years 3 /4 are mostly accurate Mostly accurate spelling of words from the year 3 /4 word <u>list</u> Use dictionaries efficiently (the first 2 or 3 letters of a word) Join handwriting throughout independent writing using <u>diagonal and</u> horizontal strokes with greater fluency
--	---	---	--	---