

Y4 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, <u>editing and proof-reading</u>	Composition: Structuring and organising text	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling Handwriting
CONTEXT <small>Teacher assessment must be based on a broad range of evidence from across the curriculum</small>	<p>Write for a range of real purposes and audiences with increasing stamina</p> <p>Engage the reader through selection of relevant content and choice of <u>appropriate features</u></p> <p>Draw from models of similar writing, wider reading and research</p> <p>Discuss written work and use appropriate terminology (determiner, pronoun, <u>possessive pronoun</u>, adverbial)</p>		<p>Working at greater depth within the expected standard:</p> <p>• Write effectively and coherently for different purposes, selecting suitable forms with appropriate features and showing greater awareness of the reader</p> <p>• Controlled use of a varied and rich vocabulary</p> <p>• Confident use of a variety of verb forms</p> <p>• Controlled use of a variety of sentence structures to enhance the effectiveness of writing (placement of <u>subordinating conjunctions</u> and adverbials)</p> <p>• 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)</p> <p>• Suffixes and prefixes used accurately (refer to year 3/4 spelling appendix)</p> <p>• Greater independence when evaluating and editing the effectiveness of word choice and grammar</p> <p>• Proof-read spelling and punctuation errors in writing with greater independence</p>	

	<p>Discuss similar models of writing and plan using features of the given form</p> <p>Plan, draft and orally rehearse writing, <u>including selecting vocabulary and phrases to engage and interest the reader</u></p> <p>Enhance the effectiveness of writing through <u>a varied and rich vocabulary, varied grammar and sentence structures</u></p> <p>Create setting, characters and plot in <u>narrative writing</u> including:</p> <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 <p>Evaluate and edit writing according to <u>purpose</u>, <u>considering</u> the effectiveness of word choice, grammar and punctuation</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Use paragraphs to organise information and ideas around <u>a theme</u></p> <p>Use paragraphs to organise <u>and sequence</u> more extended narrative structures</p> <p>Use different ways, including <u>fronted adverbials</u>, to introduce or connect paragraphs (e.g. Sometime later/ Inside the castle/ Suddenly)</p> <p>Use simple organisational <u>devices</u>, <u>including</u> headings and sub-headings to aid presentation</p> <p>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.)</p>	<p>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)</p> <p>Use fronted adverbials to vary sentence structure (Later that day, <u>I heard</u> the bad news)</p> <p>Understand the difference between plural and possessive s</p> <p>Some use of determiners to give more detail about nouns (e.g. <u>the</u>, <u>a</u>, <u>his</u>, this, my, her, some)</p> <p>Mostly accurate use of punctuation at Y3 standard:</p> <p>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)</p> <p>A range of punctuation is used, mostly accurately including:</p> <ul style="list-style-type: none"> • Commas after fronted adverbials • Use of inverted commas <p>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')</p> <p>Variety of verb forms used correctly and consistently (past and <u>present tense</u>, progressive and present perfect)</p> <p>Use standard English forms for verb inflections instead of local <u>forms</u> (e.g. we were instead of we was)</p>	<p>Able to write from memory sentences, dictated by the teacher, <u>that include</u> words and punctuation included in the Y3/4 word list</p> <p>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)</p> <p>Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir, il, re-, sub-, inter-)</p> <p>Spell the full range of spelling rules and patterns, as listed in <u>Appendix 1</u> for Years 3/4 are mostly accurate</p> <p>Mostly accurate spelling of words from the year 3/4 word <u>list</u></p> <p>Use dictionaries efficiently (the first 2 or 3 letters of a word)</p> <p>Join handwriting throughout independent writing using <u>diagonal and horizontal strokes</u> with greater fluency</p>
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