

## **Writing Criterion for Year 4**

### **Working Towards**

THE PUPIL CAN:	
Write for a range of purposes.	Choose the right features of a genre
In narratives:	Describe settings and character using expanded noun phrases
	Integrate dialogue
Uses <i>some</i> cohesive devices within and across sentences and paragraphs.	Use of subordinating and co-ordinating conjunctions appropriately
	Some use of paragraphs to group related material
	In non-narrative writing, some evidence of headings, sub-headings
<i>Some</i> evidence of selecting vocabulary and grammatical structures that reflect the formality of the writing.	Some attempts to use ambitious vocabulary
	Some evidence of different ways of starting a sentence
Use the progressive form of verbs in the past and present tense	
Year 1-4 Punctuation used <i>mainly</i> correctly.	Capital letters and full stops
	Question marks and exclamation marks
	Commas for List
	Apostrophes for contraction
	Apostrophes for singular possession
Year 1-4 Punctuation used <i>sometimes</i> correctly.	Inverted commas/Speech marks
	Commas for clarity (Clauses, fronted adverbials)
Spelling <i>some</i> year 3-4 words correctly and most common exception words correctly.	
Legible handwriting that forms letters in the correct size in relationship to each other.	
Using the diagonal and horizontal strokes needed to join some letters.	

## **Writing Criterion for Year 4**

### **Working at the Expected Standard**

THE PUPIL CAN:	
Write for a range of purposes and audiences by:	choosing the right language for the genre (entertain/inform/persuade)
	Some evidence of formal writing
	Some evidence of extended writing (one page of A4 or more)
In narratives, describe settings, characters and atmosphere	Mixed sentence lengths for effect (Longer for build-up, shorter for action)
	Expanded noun phrases with pre-modifiers and prepositional phrases
	Show not tell sentences
	Figurative Language (e.g. similes)
In narratives, integrate dialogue that:	Uses different verbs and adverb verb combinations for said
Use a range of cohesive devices within and across sentences and paragraphs	Pronoun or noun to aid cohesion
	Conjunctions (subordinating & co-ordinating)
	Paragraphs to organise ideas
	Non-fiction: Heading/subheading/columns
	Adverbials to show time, place, manner and reason (including fronted)
Select vocabulary and grammatical structures that reflect the formality of the writing	Ambitious appropriate vocabulary
	Range of different sentence openers e.g. -ing starter, fronted adverbial, Subordinate conjunction
	Some use of formal Adverbials in appropriate genre/audience (e.g. Moreover)
Use verb tenses mostly consistently and correctly throughout the writing (including some evidence of present perfect tense and subject verb agreement)	
Year 1-4 Punctuation used mainly correctly	Inverted commas/Speech marks
	Commas for clarity (Clauses, fronted adverbials, Speech)
	Apostrophes for singular possession and some use of apostrophes for plural possession
Spell most words correctly (Year 3-4)	
Spell simple homophones and near homophones mostly correctly	
Improving writing by making additions and revisions	
Evidence of legible Joined up handwriting	

## **Writing Criterion for Year 4**

### **Working at Greater Depth**

THE PUPIL CAN:	
Begin to write effectively for a range of purposes and audience by	Maintaining features of the genre throughout the piece
	Selecting the appropriate verb form (including progressive and perfect)
	Make vocabulary and grammatical choices for effect
	Drawing independently on what they have read as models for their own writing (eg language, structures, characterisation)
Control level of formality e.g. vocabulary choice, use of contractions, use of multi-clausal sentences etc.	
Begin to distinguish between the language of speech and writing and choose the appropriate register e.g. in writing dialogue for characters	
Use the range of punctuation taught Y1-4 <i>mostly</i> correctly (i.e. inverted commas and other punctuation to punctuate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas)	