

YEAR 4	NATIONAL CURRICULUM EXPECTATIONS		
WRITINGSKI LL 1-  <b>SUPER            SPELLER</b>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls, boys] and in words with irregular plurals [for example, childrens]</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>		
<b>STEPS TO SUCCESS</b>			
<b>WORKING TOWARDS</b>		<b>WORKING WITHIN</b>	<b>WORKING AT GREATR DEPTH</b>
<ul style="list-style-type: none"> <li>• Spelling is usually accurate, including that of common polysyllabic words</li> <li>• Monosyllabic words with more complex letter strings are consistently spelt correctly (straight, thought)</li> <li>• Spelling of words with apostrophes is inconsistent</li> </ul>		<ul style="list-style-type: none"> <li>• Spelling of many monosyllabic words is correct</li> <li>• Common polysyllabic words are usually spelt accurately</li> <li>• Phonetically plausible attempts at longer polysyllabic words</li> </ul>	<ul style="list-style-type: none"> <li>• Correct use of apostrophe for omission</li> <li>• Spells most words correctly</li> <li>• Spells most longer familiar words correctly</li> <li>• Can spell some polysyllabic words containing unstressed vowels H carpet, definite, interest</li> <li>• Can spell words which require the doubling of consonants</li> </ul>
YEAR 4	NATIONAL CURRICULUM EXPECTATIONS		

<p>WRITING SKILL 2-</p>	<ul style="list-style-type: none"> <li>• Discussing and recording ideas</li> <li>• Organising paragraphs around a theme</li> <li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>		
<p><b>STRUCTURE &amp; ORGANISATION</b></p>	<p><b>STEPS TO SUCCESS</b></p>		
	<p><b>WORKING TOWARDS</b></p>	<p><b>WORKING WITHIN</b></p>	<p><b>WORKING AT GREATR DEPTH</b></p>
	<ul style="list-style-type: none"> <li>• A growing awareness of appropriate layout conventions, e.g. a clearly distinguished main heading, introduction and concluding statement</li> <li>• Points are dealt with in a sensible order, although coverage may be brief</li> <li>• Sequences of sentences organise ideas logically</li> <li>• Connectives are used in narrative as a signpost for the reader, e.g. Meanwhile, Henry was making his way through the wood.</li> <li>• Simple connectives (e.g. also, as well, because, but) may be used to link ideas logically</li> <li>• Similar information is grouped together in paragraphs in non-fiction writing</li> <li>• In narrative paragraphing is used for a new location in a story</li> </ul>	<ul style="list-style-type: none"> <li>• The layout attempts to organise key ideas, e.g. the use of main and sub-headings, separate closing remarks, or distinguish between different speakers</li> <li>• Ideas are structured logically and the writing is drawn to a conclusion</li> <li>• Clear story structure with build-up and climax</li> <li>• There is clear progression through the points</li> <li>• In narrative, paragraphs are attempted for a change in action, setting and time</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction established with writing drawing to a defined conclusion</li> <li>• Shifts in time and place help shape story and guide reader through the text e.g. by introducing a new section to draw attention to the main event.</li> <li>• Sub-divide text appropriately i.e. uses bullet points, sub headings, introductory phrases</li> <li>• More controlled use of paragraphs to group ideas</li> <li>• A paragraph has a relevant</li> </ul>

			opening but this can be rather brief or underdeveloped
<b>YEAR 4</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<b>WRITING SKILL 3-</b>	<ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• In narratives, creating settings, characters and plot</li> <li>• Assessing the effectiveness of their own and others writing and suggesting improvements</li> </ul>		
<b>AUDIENCE &amp; PURPOSE</b>	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATR DEPTH</b>
	<ul style="list-style-type: none"> <li>• Some details add an element of humour, surprise or suspense</li> <li>• Some evidence of viewpoint established</li> <li>• Imagination is shown by the inclusion of some details e.g. direct speech, description of setting and the description of characters feelings</li> <li>• Events are related to one another though not necessarily well paced</li> <li>• Some evidence of writing for effect e.g. persuasive, informative, entertain</li> <li>• The writing shows a growing awareness of the reader – e.g. frequent use of vocabulary for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Is beginning to add physical description of characters and setting</li> <li>• Begin to express an opinion</li> <li>• Beginnings of narrative are more lively and can capture the readers interest</li> <li>• Writer has control of their writing and is aware of the reader</li> <li>• They are beginning to know how to write to different audiences for different purposes</li> <li>• Basic elements of story structure are present e.g.: an opening, more than one character and two or more events in chronological sequence and a logical ending</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is fluent and imaginative with ideas being extended and developed but not always sustained</li> <li>• Writing suggests insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader</li> <li>• Viewpoint established but not always maintained</li> </ul>

			<ul style="list-style-type: none"> <li>The writer considers the needs of the reader and provides background information</li> <li>Can use some of the Tricks of the Trade for a given style to ensure that the style of writing is evident</li> </ul>
<b>YEAR 4</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<b>WRITING SKILL 4-</b>  <b>WORDS, WORDS, WORDS</b>	<ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATR DEPTH</b>
	<ul style="list-style-type: none"> <li>Details clarify information</li> <li>Beginning to enhance the sequence of events with varied, interesting use of vocabulary</li> <li>Nouns are modified by one or more precise adjectives H aloudwailingsound</li> <li>Vocabulary is interesting and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of verbs qualified by adverbs and adverbial phrases 3heranquickly;theboyclimbedoutofthepond,ontothesideandthen movedaway</li> <li>Details are included where necessary</li> <li>Vocabulary can still be a little limited and key words are often used too frequently</li> </ul>	<ul style="list-style-type: none"> <li>Well-chosen words and phrases to engage the reader and support purpose – these may still be well known to the writer</li> </ul>

			<p>from other text examples or class lists etc.</p> <ul style="list-style-type: none"> <li>• Details are included to add interest, persuade (e.g. obviously) or direct (e.g. imperative verbs)</li> </ul>
<b>YEAR 4</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<p>WRITING SKILL 5-</p> <p><b>GRAMMAR</b></p>	<ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively</li> <li>• Using fronted adverbials building a varied and rich vocabulary and an increasing range of sentence</li> <li>• Learning the grammar for years 3 and 4 in English Appendix 2 structures (English Appendix 2)</li> <li>• Using commas after fronted adverbials</li> <li>• Proposing changes to grammar and vocabulary to improve consistency</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns the accurate use of pronouns in sentences</li> <li>• Using and punctuating direct speech</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Use and understand the grammatical terminology in English Appendix 2 accurately</li> <li>• Extending the range of sentences with more than one clause by using a wider and appropriately when discussing their writing and reading range of conjunctions, including when, if, because, although</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Using the present perfect form of verbs in contrast to the past tense</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATR DEPTH</b>
	<ul style="list-style-type: none"> <li>• Verb tenses are mainly accurate and consistent across a range of text types</li> <li>• Well-chosen words and phrases are used to connect ideas within sentences, e.g. we were not</li> </ul>	<ul style="list-style-type: none"> <li>• Within sentences, subjects and verbs agree, e.g. she was sharing ,rather than she was shares....</li> <li>• Pronouns are used to avoid repetition</li> <li>• Verb tenses are accurate and consistent</li> </ul>	<ul style="list-style-type: none"> <li>• Clauses are joined by a variety of connectives (because, which,</li> </ul>

	<p>we was</p> <ul style="list-style-type: none"> <li>• Sentences often begin in a different way, e.g. using an adverb (Nervously ,she walked into the room) or phrases (Without a doubt ,this was the best party ever)</li> <li>• Full stops, capital letters, exclamation marks and question marks are nearly always used accurately</li> <li>• Capital letters are usually used for proper nouns</li> <li>• Speech marks are nearly always in the correct place for simple speech H Help me to move this, hesaid.</li> </ul>	<p>across a range of text types</p> <ul style="list-style-type: none"> <li>• Sentences are grammatically accurate, giving relevant and precise information rather than waffling</li> <li>• Sentence structure is varied by the use of adverbials in different positions H finally it started to rain ,I watched with fear</li> <li>• Connectives are used to link ideas, to contrast and to explain</li> <li>• Sentences demarcated accurately, even when sentence structure varies</li> <li>• Starting to use commas for separating clauses, although not accurately</li> <li>• Commas are always used in a list</li> <li>• Full stops, capital letters, exclamation marks and question marks are used with increased frequency and accuracy</li> <li>• Capital letters are always used for proper nouns</li> </ul>	<p>although, however)</p> <ul style="list-style-type: none"> <li>• Complex sentences sometimes clarify relationships in time and place , e.g. meanwhile, during, while, until, following</li> <li>• Longer and more complex sentences are attempted</li> <li>• Tense choice is usually appropriate</li> <li>• Use of connectives to open sentences</li> <li>• In speech, uses new line for new speaker and starting to use full range of punctuation as well as speech marks, e.g. Helpmetomovet his, hesaid, asitisso heavy.</li> <li>• Correct use of apostrophe for omission</li> <li>• Some use of</li> </ul>
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			commas to mark phrases or clauses accurately <ul style="list-style-type: none"> <li>• Basic punctuation is present in most of sentences</li> </ul>
<b>YEAR 4</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<b>WRITING SKILL 6- HANDWRITING</b>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATR DEPTH</b>
	Handwriting is joined and legible.		Handwriting style is fluent, joined and legible.