

Year 4 Writing

B	W	S	S+
<p>Pupil can:</p> <p>In Narratives: Create settings and characters using models (e.g. stories, films, pictures) Can use planning tools securely to create their own plots (story map, story mountain, story board).</p> <p>In non-narratives: To begin to independently choose headings and sub-headings to aid organisation (may not always be appropriate).</p> <p>In all writing: Use past and present tense mostly accurately and begin to explore future tense for events that have not yet happened. With support begin to understand that paragraphs organise ideas around a theme (writing is sequential, but not set out in formal paragraphs). Basic grammar is accurate, but often reflects local spoken forms. Begin to use simple and compound sentences independently. Can use prepositional phrases to indicate place (on top of the fridge, next to the bench, behind the wall) Understand that nouns and pronouns can be used to avoid repetition but this is not used consistently. Begin to use comparatives and superlatives. (small-smaller-smallest).</p>	<p>Pupil can:</p> <p>In Narratives: With some support create settings and characters Beginning to have a distinction between a beginning, middle and end, informed by their planning tools but this sometimes lacks cohesion.</p> <p>In non-narratives: To independently choose headings and sub-headings to aid organisation with increasing accuracy.</p> <p>In all writing: Use past and present tense mostly accurately and begin to use future tense in writing. Attempting to use paragraphs to organise ideas around a theme (this is not always successful). Basic grammar is increasingly accurate, but often reflects local spoken forms. Begin to select appropriate times to use simple and compound sentences with support. To begin to use complex sentences with support using the subordinating conjunctions (when, if, because, although, as). Can use adverbs and conjunctions to express time and cause.</p>	<p>Pupil can:</p> <p>In Narratives: Independently create plausible settings and characters, with increasing detail. Have a clear distinction between a beginning, middle and end, informed by their planning tools.</p> <p>In Non-Narrative: To independently choose appropriate headings and sub-headings to aid organisation</p> <p>In all writing: Use past, present and future tense with increasing accuracy when reminders of correct tense for text type have been given. Begin to group related ideas into paragraphs however these lack cohesion Basic grammar is accurate, but sometimes reflects local spoken forms. Begin to select appropriate times to use simple and compound sentences with support. To begin to use complex sentences independently using the subordinating conjunctions (when, if, because, although, as) but this may not always be accurate.</p>	<p>Pupils can independently select appropriate planning tools for their narrative writing.</p> <p>Beginning to group related ideas into paragraphs but sometimes lacks cohesion.</p> <p>Mostly accurate use of apostrophes for singular possession with some attempts at using apostrophes for plural possession.</p> <p>Beginning to choose appropriate tense based on the given text type.</p>

<p>Basic punctuation is mostly accurate, (e.g. full stops, capital letters, questions marks, commas in lists, exclamation marks). Use of apostrophes is mostly accurate - a range of apostrophes used. Use fronted adverbials to express time with limited understanding. (no comma) Using simple expanded noun phrases with repetitive language.</p> <p>Use inverted commas with increasing accuracy to demarcate spoken words and is aware of the rules of adding additional punctuation but not yet used.</p> <p>Spelling most words correctly (Year 1 and 2) Spelling some words correctly (Year 3 and 4) There is some evidence of root words being used to spell longer words. Homophones are often confused. More complex spellings are phonetically plausible. Handwriting is increasingly legible and consistent. Understand that some adjacent letters are best left un-joined. Edit their work for common punctuation (as listed).</p>	<p>Can begin to use appropriate nouns and pronouns within and across sentences to avoid repetition. Can independently use comparatives and superlatives. (small-smaller-smallest). Basic punctuation is mostly accurate, (e.g. full stops, capital letters, questions marks, commas in lists, exclamation marks). Use of apostrophes is mostly accurate - a range of apostrophes used. With support use apostrophes for singular possession. Use fronted adverbials to express time, demarcating with a comma with support.</p> <p>Use inverted commas with increasing accuracy to demarcate spoken words and use of some additional punctuation used - e.g a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Use a range of expanded noun phrases but sometimes repeating language. Spelling most words correctly (Year 1 and 2) Spelling some words correctly (Year 3 and 4)</p>	<p>Use conjunctions, adverbs and prepositions to express time, place or cause. Can confidently use appropriate nouns and pronouns within and across sentences to aid cohesion and avoid repetition. Can independently use comparatives and superlatives. (small-smaller-smallest). Use past, present and future tense with increasing accuracy when reminders of correct tense for text type have been given. Basic punctuation is mostly accurate, (e.g. full stops, capital letters, questions marks, commas in lists, exclamation marks, apostrophes to mark contractions) Mostly accurate use of apostrophes for singular possession. Use fronted adverbials to express time, demarcating with a comma, but not always accurate. Use a range of expanded noun phrases, avoiding repetition.</p> <p>Inverted commas used around spoken words mostly accurately with increasing accuracy of additional punctuation included.</p> <p>Spelling most words correctly (Year 1 and 2)</p>	
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	<p>Handwriting is increasingly legible and consistent however this is not always maintained when writing at efficient speed.</p> <p>Understand that some adjacent letters are best left un-joined.</p> <p>Edit their work for common punctuation (as listed).</p>	<p>Spelling most words correctly (Year 3 and 4)</p> <p>Handwriting is increasingly legible and consistent and is usually maintained when writing at efficient speed.</p> <p>Edit their work for common punctuation (as listed) and spellings of homophones.</p>	
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