

End of Year 4 Writing Expectations					
	Working Towards the Expected Standard (Meeting the following aims <b>with support</b> )	Working at the Expected Standard (Pupils are beginning to independently apply their knowledge)	Working within <b>the Expected Standard</b> at a more able standard (Pupils are confidently and independently able to apply their knowledge)		
Composition					
	To use consistent and appropriate structure in non-fiction texts (including genre specific layout)	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)		To write a range of narratives that are well structured and well placed	
	To write narrative with a clear beginning, middle and end with a clear plot	To write narratives with a clear beginning, middle and end with a coherent plot		To write a range of non-fiction texts that are well structured with appropriate layout devices	
	To proofread and amend their own and others' writing with growing confidence	To proofread confidently and amend their own and others writing, e.g. adding nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense		To proofread consistently and amend their own and other's writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion	
	To create more detailed setting, characters and plot in narratives	To create detailed settings, characters and plot in narratives to engage the reader		To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere	
	To organise their writing into paragraphs around a theme	To consistently organise their writing into paragraphs around a theme		To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader	
Punctuation & Grammar					
	To maintain accurate tense throughout a piece of writing	To maintain accurate tense throughout a piece of writing		To always maintain an accurate tense throughout a piece of writing	
	To use standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'	To use standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'		To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' etc	
	To use a full range of punctuation from previously taught year groups	To use a full range of punctuation from previously taught year groups		To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and end all punctuation within the inverted commas	

	To use inverted commas at the beginning and end of direct speech		To use all the necessary punctuation in direct speech mostly accurately		To consistently use apostrophes for singular and plural possession	
	To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession		To use apostrophes for singular and plural possession with increasing confidence		To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases	
	To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair		To expand noun phrases regularly with the addition on modifying adjectives and prepositional phrases		To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition	
	To begin to choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it		To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition			
	To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.		To use fronted adverbials with demarcated commas.			
Transcription						
	To spell most words with prefixes correctly, e.g irrelevant, autograph, incorrect, disobey, superstar, antisocial		To spell all words with prefixes correctly, e.g irrelevant, autograph, incorrect, disobey, superstar, antisocial		To apply all the spelling rules and guidance from Y3/4 into their writing, including prefixes and suffixes, homophones and statutory spellings	
	To spell most words with suffixes correctly e.g. usually, poisonous, adoration		To spell all words with suffixes correctly e.g. usually, poisonous, adoration		To use their knowledge of word families to help with their spelling	
	To spell homophones correctly, e.g. which and witch		To spell homophones correctly, e.g. which and witch			
	To spell many of the Year 3 and 4 statutory spelling words correctly		To spell all of the Year 3 and 4 statutory spelling words correctly			
	To use a neat, joined handwriting style		To use a neat, joined handwriting style consistently			