

## Standard 4 (Year 4)

Working at the expected standard		Notes
• communicates clearly		
• consciously crafts her writing		
• sustains structure		
• shows imagination and originality		
• engages and interests the reader		
• shows writer's enthusiasm		
• makes improvements to her writing based on agreed criteria		
• writing demonstrates features of the selected form, as appropriate to audience, purpose and context, drawn from discussion of models of similar writing, and the recording of ideas from her own reading		
• in narratives, she creates setting, characters and plot		
• uses paragraphs to organise information and ideas around a theme		
• Beginning to use cohesive devices, including choice of tense and adverbials of time, place and number, to link ideas across paragraphs		A cohesive device is a word or grammatical structure that signals a link between ideas within and across clauses, sentences and paragraphs. Adverbs/adverbials (e.g. <i>firstly</i> ; <i>a few days later</i> ), conjunctions, and pronouns and subject variation (e.g. <i>this mammal</i> )
• uses simple organisational devices, including headings and subheadings, to aid presentation		
• uses adverbs/adverbials, nouns and noun phrases (in some cases, modified by prepositional phrases) to expand and develop ideas, information and description (including fronted adverbials)		e.g. <i>As quick as a flash</i> ; <i>Scared</i> , <i>Tom ran straight home</i> ; <i>the colourful bird</i> ; <i>drops of rain</i> ; <i>plenty of food</i> ; <i>black and white socks</i> ; <i>on top of the cupboard</i> ; <i>next to the bus</i> ;
• extends the range of sentences she writes by using a wider range of conjunctions		Coordination: <b>or / and / but / so</b> Subordination: <b>when / if / that / because / as</b>
• uses mostly accurately	capital letters, full stops, question marks and exclamation marks	
	commas within lists	
	commas for fronted adverbials*	
	apostrophes for contraction	
	inverted commas to indicate direct speech	While full speech punctuation should be taught to year 4, as set out in the National Curriculum, it is not an assessment requirement until Year 5. The use of inverted commas to indicate direct speech is sufficient.
• make some correct use of	possessive apostrophes	
• uses Standard English forms for verb inflections instead of local spoken forms		
• applies the full range of spelling rules and patterns listed for Year 3/4, including for prefixes and suffixes		
• spells some common homophones, and other words that are often confused or misspelt, accurately, based on what has been taught and most of Y3/4 word list		
• usually writes legibly and fluently, choosing the shape of letters appropriately		

\*Use commas after fronted adverbials unless the fronted adverbial is followed by a verb, e.g. In the darkness stood...

## Working at greater depth within the expected standard

- applying structures and techniques from a wide range of reading to enhance their own writing
- demonstrating greater control, stamina and fluency
- finding their writer's voice