

Writing Standards File Year 4

KPIs exemplified:

Organises paragraphs around a theme

In narratives, creates settings, characters and plot

Proof-reads for spelling and punctuation errors

Writes from memory sentences, dictated by the teacher, that include words and punctuation taught so far

Uses standard English forms for verb inflections instead of local spoken forms

Uses fronted adverbials

Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition

Uses inverted commas and other punctuation to punctuate dialogue consistently accurately. Handwriting should be consistently joined and regular in size.

Spells most words from the Year 4 word list correctly.

Selects the appropriate spelling for most homophones as per English appendix 1.

Consistently correctly spells words using the following suffixes. (ation, ous, sure, ation, ly).

Uses apostrophe to show possession always consistently.

Context:

This piece was a persuasive letter written with no prior input about this text type. It was completed during an independent 'Big Write' session with the stimulus of the Polar Express.

Paragraphs with subheadings to organise writing around a theme.

Accurate demarcation with different punctuation marks- ! . ?

Vocabulary suited to text type.



Use of pronouns to avoid repetition- you, they

Some evidence of varying clause structures emerging throughout

Commentary:

The child has confidently applied knowledge of writing to persuade and has been able to use additional devices such as rhetorical; questions. This child is beginning to understand more ambitious punctuation such as ! and ? She is able to apply modal verbs throughout (must be secure in Y5).