

# ENGLISH – WRITING

## Year 4 Standard



Key Performance Indicators				Performance Standard
Handwriting	Composition	Transcription	Vocabulary, grammar and punctuation	
<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>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].</p>	<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Plan their writing by discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>).</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices [for example, headings and sub-headings].</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>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.</p>	<p>Use further prefixes and suffixes and understand how to add them (<a href="#">English Appendix 1</a>).</p> <p>Spell further homophones (<a href="#">English Appendix 1</a>).</p> <p>Spell words that are often misspelt (<a href="#">English Appendix 1</a>).</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p style="text-align: center;"><b>See Y4 Spelling Programme for expectations</b></p>	<p>Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>❖ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>❖ using the present perfect form of verbs in contrast to the past tense</li> <li>❖ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>❖ using conjunctions, adverbs and prepositions to express time and cause</li> <li>❖ using fronted adverbials</li> <li>❖ learning the grammar for years 3 and 4 in <a href="#">English Appendix</a></li> <li>❖ indicate grammatical and other features by:                             <ol style="list-style-type: none"> <li>i. using commas after fronted adverbials</li> <li>ii. indicating possession by using the possessive apostrophe with plural nouns</li> <li>iii. using and punctuating direct speech.</li> </ol> </li> </ul> <p>Use and understand the grammatical terminology in <a href="#">English Appendix 2</a> accurately and appropriately when discussing their writing and reading.</p> <p><b>See Appendix 2 Year 4 Vocabulary, Grammar and punctuation for expectations.</b></p>	<p>By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate.</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>❖ spell most words taught so far accurately and be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English;</li> <li>❖ place the apostrophe in words with regular plurals (eg girls', boys') and in words with irregular plurals (eg children's);</li> <li>❖ use vocabulary, grammar and punctuation concepts set out in <a href="#">English appendix 2</a> of the national curriculum document, and be able to apply them correctly to examples of real language such as their own writing;</li> <li>❖ recognise some of the differences between standard English and non-standard English;</li> <li>❖ use joined-up handwriting throughout all independent writing;</li> <li>❖ write for a range of real purposes and audiences as part of the work across the curriculum. These purposes and audiences should underpin decisions about the form the writing should take such as a narrative, an explanation or a description; and</li> <li>❖ adopt, create and sustain a range of roles.</li> </ul> <p>A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops.</p>

Number of KPI's achieved:	Y4 level:	Y4 score:	Number of KPI's achieved:	Y4 level:	Y4 score:	Number of KPI's achieved:	Y4 level:	Y4 score:	Number of KPI's achieved:	Y4 level:	Y4 score:
1 – 8	4d	33	9 - 17	4c	34	18 - 25	4b	35	26	4a	36