

YEAR 4 WRITING EXPECTATIONS (2016)

Non negotiables which need to be achieved before assessing using this sheet:

- Can mostly use correct grammatical structures
- Can punctuate sentences accurately using ? ! .
- Can use a range of conjunctions (if/so/but)
- Can spell all monosyllabic and common polysyllabic words correctly (exemption for SLD)

No	Focus	Criteria
1	G	Standard English forms of verb inflections instead of local spoken forms (<i>I did</i> instead of <i>I done</i> etc.).
2	G	Can use nouns and pronouns within and across sentences to avoid repetition and aid cohesion
3	G	Tense choices are appropriate and consistent throughout a text.
4	G	Can use or attempt grammatically complex sentence structure such as using fronted adverbial phrases: <i>Slowly, he walked away.</i>
5	P	Can use commas in a list, after fronted adverbials (accurately) and to separate clauses (mostly accurately).
6	P	Can use apostrophes for omission and singular & <i>plural</i> possession accurately.
7	P	Can use inverted commas for direct speech accurately including the commas after the reporting clause: <i>The conductor shouted, "Sit down!"</i>
8	SS	Uses expansion before and after the noun 'The little, old man who lived on the hill...' or subordinate clauses – 'I felt better when...' to add detail.
9	SS	Can use more sophisticated conjunctions (e.g. when, if, because, although, however, nevertheless, despite, as well as).
10	SS	Can use ambitious and interesting words (at times words not usually used by a child of this age, and not a technical word used in a taught context, e.g. the volcano erupted).
11	SS	Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.
12	SS	Can open sentences in a wide range of ways for interest and impact.
13	TS	Can use a range of genres and styles confidently and independently.
14	TS	Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etc).
15	TS	Can use paragraphs which are organised around a theme.
16	TS	Can select interesting strategies to move a story forward, (e.g. characterisation, dialogue with the audience, dialogue and negotiation within contexts etc)
17	TS	Work is sensibly sequenced and linked with conjunctions, adverbs and prepositions (afterwards, before, also, after a while, eventually...).
18	TS	Can produce thoughtful and considered writing, using simple explanation, opinion, justification and deduction.
19	TS	Can develop ideas in creative and interesting ways
20	TS	Can write in a lively style with a sense of pace.

Please ensure that the Year Four list and spelling pattern assessments are taken into account when making a judgement about writing. Non-negotiables at the top should be in place before you assess using this criteria sheet. When considering moving pupils up a band please look carefully at the composition and effect and ensure that writing flows well.

2 - 9	10 - 15	16 - 20
B	W	S