



## Pirton Hill Primary School

# Year 4 Writing Expectations

- Uses paragraphs consistently to organise ideas (C)
- Begin to use a wide range of interesting vocabulary: synonyms, adjectives, adverbs, prepositions and verbs to improve a piece of writing. (C/V)
- Words are mostly selected deliberately and carefully, including specific and technical vocabulary. (C/V)
- In narratives clear plot, detailed settings and characters are developed through show and not tell, techniques. (C)
- Endings are developed and close the narrative appropriately, relating to the start or a change in character. (C)
- Non-fiction has a clear purpose & provides the reader with relevant information (C)
- Chooses an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition (C/V)
- Use metaphors to aid description (V)
- Uses a comma after fronted adverbials of place, time and manner that add effect to the writing (G)
- Uses inverted commas and other punctuation, eg a comma after the reporting clause, to indicate direct speech, consistently (G)
- Use correct subject verb agreement eg. 'we were' not 'we was'. (G)
- Correctly use the possessive apostrophe for regular and irregular plurals eg girls' bike and children's books (G)
- Confidently spell a range of homophones correctly (S)
- Spell most words with prefixes (in, inter, auto, super, anti) and suffixes (ation, ous, tion, sion, ssion) correctly. (S)
- Spell most of the Year 4 CEW's (S)
- Writes from memory, simple sentences dictated by the teacher that include words and punctuation taught so far. (S)
- To use a dictionary using the first 3-4 letters of a word (S)
- Spell words with silent letters. (S)
- Writing is proof-read independently for accuracy and amendments are made using purple pen. (E)
- Produce legible fluent joined handwriting (H).

Key:

C	Composition
G	Grammar and Punctuation
V	Vocabulary
S	Spelling
H	Handwriting
E	Editing