

# Performance of Writing - Expected Standard at end of Year 4



	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
In some writing, usually with support						
<b>Purpose and Impact</b>						
Write whole texts that are interesting, engaging or thoughtful.						
Ideas are developed in detail (e.g. stories: in-depth description, non-fiction: anecdotes, facts and reflections.)						
Point of view is maintained throughout the work.						
<b>Produce texts which are appropriate to reader and purpose.</b>						
Include all the features of a genre/text type appropriately and consistently.						
Create narratives that create intrigue (e.g. suspense, cliff hangers) or non-fiction that is more complicated (e.g. contrasting ideas, opinions.)						
<b>Structure and Shape</b>						
Organise and present whole texts effectively that sequence and structure information.						
Structure and organise writing with a clear beginning, middle and end.						
Write sentences that are developed on from previous sentences to form a group of connected/ related ideas.						
Start a new paragraph to organise ideas around a theme.						
<b>Construct a cohesive piece with logical links/ breaks.</b>						
Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.						
Openings signalled in narrative and non-fiction with content to capture reader's interest.						
Closings signalled in narrative that is dramatic or link back to opening and in non-fiction is strong/ draw conclusions.						
<b>Sentence Structure</b>						
Vary sentences for clarity, purpose and effect.						
Ask rhetorical questions to heighten reader engagement e.g. Can we honestly believe...?						
Use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases) e.g. The strict geography teacher with slick, black hair.						
<b>Tense</b>						
Use standard English verb inflections e.g. 'we were...' , 'I did...' (instead of local spoken forms such as 'we was...'; 'I done...').						
<b>Conjunctions/Complex Sentences</b>						
Use a widening range of conjunctions e.g. while, so, although.						
Use more complicated conjunctions that set up contrast or relationships e.g. despite, nevertheless, consequently.						
<b>Writerly Techniques</b>						
Deploy poetic style to engage the reader.						
Use the word 'as' to build a simile e.g. the train was as slow as a hearse.						
Use metaphor to create vivid images in the reader's mind.						
<b>Vocabulary</b>						
Select appropriate and effective vocabulary.						
Make language choices that are interesting and varied.						
Use some 'orange' ambitious vocabulary (see orange Writing Progress Records).						
<b>Adverbs/adverbial phrases</b>						
Use 'where' adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls.						
Use 'how' 'ly' adverbs and '____ing' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew it would be difficult.						
<b>Punctuation</b>						
Write with technical accuracy of punctuation.						
Correct use of inverted commas and other punctuation to indicate direct speech (comma after reporting clause; end punctuation within commas.) e.g. The teacher screamed, "Be quiet!"						
Use apostrophes to mark plural possession e.g. The boy's name, the boys' names.						
Use comma after fronted adverbial.						
<b>Spelling and Word Structure</b>						
Apply spelling rules into writing.						
Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words.						
Distinguish between the spelling of common homophones.						
Show through ' -s' and punctuation the grammatical difference between plural and possessive.						
<b>Broadly this will not influence judgement but this is the year 4 benchmark.</b>						
<b>Handwriting and presentation</b>						
Show consistency in style ensuring that the downstrokes of letters are parallel and equidistant.						
Avoid ascenders and descenders touching each other from one line to the next.						

## Terminology For Pupils

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Determiner						
Pronoun						
Possessive pronoun						
Adverbial						

## Effective Examples Of Writing Ideas



<b>F</b>							
<b>A</b>							
<b>N</b>							
<b>T</b>							
<b>A</b>							
<b>S</b>							
<b>T</b>							
<b>I</b>							
<b>C</b>							

### Expected Standard Progression Key:

Please note two of the criteria need to be from the purpose and impact section.



Individual Marks	Overall Totals
No/Little Evidence	0 - 3
Progressing Towards	4 - 9
On Track	10 -14
Way Ahead	15 -20
	21 + = Greater Depth: Apply skills and competencies through a broader range of genres through cross-curricular writing opportunities and demonstrating through stamina-based independent writing. Pupils should show security and consolidation of particular skills in a wider range of writing tasks.