



Age Related Expectations

Year 4 – Writing

Key performance indicator (KPIs)	Performance standard
<p>Organises paragraphs around a theme.</p> <p>In narratives, creates settings, characters and plot.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Uses standard English forms for verb inflections instead of local spoken forms.</p> <p>Uses fronted adverbials.</p> <p>Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Uses inverted commas and other punctuation to indicate direct speech.</p>	<p><i>With reference to the KPIs</i></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"> □ spell most words taught so far accurately and be able to spell words that have not yet been taught by applying their knowledge of spelling rules; □ place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's); □ use vocabulary, grammar and punctuation concepts (set out in appendix 2 of the English national curriculum document) and be able to apply them correctly to examples of real language such as their own writing; □ recognise some of the differences between standard English and non-standard English; □ use joined-up handwriting throughout all independent writing; □ 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; □ adopt, create and sustain a range of roles. <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>