

YEAR 4 Child _____

Working towards the expected standard	B	C	D	E	F
Write simple, coherent narratives (real or fictional).					
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.					
Use direct speech with some punctuation.					
Use present and past tense mostly correctly and consistently.					
Use co-ordination (e.g. or / and / but) to join clauses.					
Use some subordination (e.g. when / if / that / because) to join clauses.					
Use and spell correctly common prefixes (e.g. un-, re-, de-, dis-, mis-).					
Spell correctly most words from the year 1 / year 2 spelling list and some words from the year 3 / year 4 spelling list.					
Form letters of the correct size and use the diagonal and horizontal strokes needed to join some letters.					
Use spacing between words that reflects the size of the letters.					
Working at the expected standard (Must meet all of Working Towards)	B	C	D	E	F
Write for different purposes (e.g. explanations / persuasive texts) using standard English when appropriate.					
Compose well-structured narratives with settings, characters and plot.					
Use the punctuation taught at KS1 mostly correctly and use inverted commas to punctuate direct speech.					
Use well organised paragraphs.					
Use headings and sub-headings to make information clearer.					
Use different sentence types (simple, compound, complex).					
Use a range of adverbs, prepositions and conjunctions (for time, place and cause) in different places within a sentence.					
Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.					
Spell correctly most words from the year 3 / year 4 spelling list and use the suffix spelling patterns.					
Proof read for spelling and punctuation errors.					
Write legibly with letters appropriately joined.					
Working at greater depth (Must meet all of expected standard)	B	C	D	E	F
Demonstrate good awareness of their audience and make choices about the appropriate features of writing for their purpose.					
Use models from their reading to construct sentences.					
Make well-considered word choices to build a description, an event, tension or emotion.					
Use different sentence types and varied word order to create specific effects.					
Make paragraphs clearer by linking ideas to guide the reader through the text.					