

| ★ YEAR FOUR | | *CYCLE: | 1 | 1 | 2 | 2 | 3 | 3 |
|---|--|--|---|---|---|---|---|---|
| Working towards | The pupil can: | | | | | | | |
| | write simple, coherent narratives about personal experiences and those of others (real or fictional) | | | | | | | |
| | demarcate most sentences in their writing with capital letters and full stops | | | | | | | |
| | use question marks and exclamation marks correctly when required | | | | | | | |
| | use commas correctly some of the time (lists, fronted adverbials, subordinate clause openers) | | | | | | | |
| | use apostrophes | for contraction correctly most of the time | | | | | | |
| | | for possession correctly most of the time | | | | | | |
| | start to use paragraphs or subheadings to organise writing | | | | | | | |
| | use present, progressive and past tense mostly correctly and consistently | | | | | | | |
| | use a variety of conjunctions | coordinating | | | | | | |
| | | subordinating | | | | | | |
| | aid cohesion | use adverbials | | | | | | |
| | | use pronouns | | | | | | |
| | | use prepositions | | | | | | |
| | spell correctly some words from the year 3 / year 4 spelling list | | | | | | | |
| | spell correctly most words from the key stage 1 common exception words list | | | | | | | |
| write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | | | | | | | | |
| Working at | The pupil can: | | | | | | | |
| | in narratives, create settings, characters and plot | | | | | | | |
| | use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly | | | | | | | |
| | use speech punctuation correctly most of the time | | | | | | | |
| | use commas after fronted adverbials and subordinate clause openers correctly most of the time | | | | | | | |
| | maintain Standard English forms correctly, e.g. I was (not I were), should have (not should of), ours (not ares), | | | | | | | |
| | organise writing into paragraphs and use subheadings | | | | | | | |
| | use more varied conjunctions | coordinating | | | | | | |
| | | subordinating | | | | | | |
| | use expanded noun phrases to describe | | | | | | | |
| | build cohesion | using adverbials | | | | | | |
| | | using pronouns | | | | | | |
| | | using prepositions | | | | | | |
| | use a range of adverbs to add detail to writing | | | | | | | |
| | use paragraphs or sections to organise and structure according to purpose and audience | | | | | | | |
| | use joined handwriting neatly and fluently | | | | | | | |
| spell correctly most words from the KS1, year 3 / year 4 spelling list | | | | | | | | |
| make simple additions, revisions and proof-reading corrections to their own writing | | | | | | | | |
| Working at greater depth | The pupil can: | | | | | | | |
| | use sentences of varying lengths for effect | | | | | | | |
| | use dialogue in narratives to convey character and develop plot | | | | | | | |
| | vary sentence structure using adverbial phrases and subordinate clauses in different positions within a sentence | | | | | | | |
| | consistently use a range of conjunctions to support cohesion within the writing | | | | | | | |
| | consistently use the full range of punctuation taught at key stage 1 and in Y3-4 mostly correctly, including inverted commas, apostrophes to mark plural possession in nouns and commas for fronted adverbials | | | | | | | |
| | choose language carefully with an awareness of the effect for the reader | | | | | | | |
| | write for a range of purposes, altering tone and style appropriately some of the time | | | | | | | |
| consistently produce legible joined handwriting | | | | | | | | |

*Schl internal writing moderation wk 8 each cycle, Trust moderation wk 9 each cycle. Each assessment cycle is 13wks.