

Year 4 Writing expectations

Expected by Autumn Term	Expected by Spring Term	Expected by Summer Term	Achieved
Use capital letters and full stops precisely			
Use question marks and exclamation marks correctly			
Use apostrophes for contraction accurately			
Commas after adverb and prepositions of time starters eg. <i>First, we visited the rainforest display.</i>			
Use Standard English forms for verb inflections [<i>we were</i> instead of <i>we was</i> . <i>I did</i> instead of <i>I done</i>]			
Use paragraphs in longer pieces of writing to show shifts of time or chronology			
Use some simple expanded noun phrases, i.e. one adjective plus noun (<i>the stormy sea</i>)			
Select appropriate adjectives to describe people, places and objects			
Use adverbs to modify verbs, adverbs and adjectives			
Use simple co-ordinating conjunctions [<i>and, but, or, yet, so</i>]			
Spell some of Years 3 & 4 words correctly			
Legible handwriting with an increasing number of joins			
Consistent use of nouns/pronouns to avoid repetition			
Use –s for plurals correctly (and not confused with use of –s with apostrophe for possession)			
Correct use of present and past verb forms including all appropriate irregular forms of simple past tense			
Use paragraphs in longer pieces of writing to show shifts of place			
Use some expanded noun phrases, i.e. two adjectives plus noun (<i>the rough, stormy sea</i>)			
Use fronted adverbials followed by commas to vary sentence structures			
Use subordinating conjunctions [<i>if, until, because, when, even though, while, since</i>]			
Use powerful verbs to describe how a character moves or does things			
Describe a character's appearance and characteristics			
Use conjunctions, adverbs and prepositions for time/cause			
Legible handwriting with consistent letter size, mostly joined			
Use singular possessive apostrophes correctly			
Use "" and , ! ? . to punctuate direct speech accurately, with integrated description (i.e. subordinate clause) e.g. " <i>Where did that beanstalk come from?</i> " asked Jack, <i>scratching his head.</i>			
Describe settings in detail using a range of senses			
Begin to use inverted commas correctly to enclose direct speech plus correct punctuation within speech (ie. , ! ?)			
Use paragraphs to organise ideas around a theme			
Use headings and sub-headings to organise ideas around a theme in non-narrative writing			
Use some expanded noun phrases with preposition phrases (<i>the strict maths teacher with curly hair</i>)			
Use a range of sentence structures, including openers [fronted adverbials, preposition phrases, etc.]			
Use subordinating conjunctions as sentence starters			
Spell almost all of Years 3 & 4 words correctly			
Joined and legible handwriting with consistent letter size			
Greater Depth			
Skilfully use a range of devices to build cohesion within paragraphs.			
Uses the full range of punctuation taught to build cohesion			
Use consistence agreement of tense throughout a longer piece of writing.			
Begin to use colons and semi-colons to mark boundaries between independent clauses			

