

Writing National Curriculum Ladder - Year 4

Pre-requisite expectations: On entry to Year Four it is expected that children can use resources to support their planning of narratives and non-narratives organised into paragraphs around a theme, recording their own ideas for writing from what they have heard and learnt. Sentences are punctuated correctly and inverted commas are used for direct speech. They are able to use coordinating and subordinating conjunctions that have been taught, and can draw on an increasing range of adverbs, conjunctions and prepositions to express time and place. They continue to apply phonic and spelling rules taught in KS1 to maintain their standard of spelling - most words are spelt correctly and phonically plausible attempts are made at ambitious or irregular words. Handwriting is legible and many words are joined. Letters sit on the line and capitals and digits are an appropriate size relative to other letters. They can spot errors in their own and others' work relating to spelling, grammar and punctuation rules that they have been taught. They can suggest ways to correct and improve their own writing.			
	Working Towards	Expected Standard	Greater Depth
Transcription - Spelling	Continues to apply many known spelling rules taught to y3, making phonically plausible attempts at new words When examples are provided, prefixes and suffixes can be used correctly. Some homophones are used correctly, possibly with prompting. With guidance, possessive apostrophe is used for regular plurals. Can use an apostrophe for common contractions and singular possession after prompting.	Continues to apply spelling rules taught up to y3, making phonically plausible attempts at new words <u>Taught prefixes and suffixes and homophones are used correctly. (y3/4 spelling appendix and spelling list)</u> <u>Possessive apostrophe used for regular and irregular plurals, sometimes after reminding.</u>	Spelling is generally consistent, except where particularly ambitious or irregular words are used, when attempts are phonically plausible. Well-chosen prefixes and suffixes are used, occasionally with clear intention of meaning. Almost all homophones used correctly Possessive apostrophe used for regular and irregular plurals almost always.
Handwriting	Some letters are beginning to be joined appropriately. Most letters are spaced appropriately.	<u>Writing generally shows appropriately and consistently joined letters, accurate spacing and well-formed letters. Is writing with a pen.</u>	Writing is fluent, joined and easy to read.
Composition: Planning	Can discuss how texts they have read are similar to ones they are planning to write. Must use writing/planning frames to organise structure of writing.	Uses discussions about what they have read to inform what they are planning to write, learning from the structure, vocabulary and grammar they have read.	Discusses what they have read with an awareness of the impact of the choices the writer has made. Makes purposeful and deliberate use of structure, vocabulary and grammar they have read to inform their own writing.
Drafting and writing Paragraphs	Paragraphs focus on a theme when examples and some planning support is provided. Attempts are made to sequence paragraphs logically.	<u>Using reminders/planning prompts (eg mind maps), can write paragraphs organised well around a theme. Paragraphs have a logical order overall.</u>	Themes are consistent and developed within paragraphs. The sequence of paragraphs is clear, logical and shows evidence of awareness of the reader.
Writing for purpose	Writing frames or similar support enable features of text type to be used.	<u>With reminders (eg: success criteria), the main features of the text type are used.</u>	Main features of writing are used without prompts. Writing shows awareness of purpose and reader throughout.
Narratives	With support (modelled examples, word/phrase banks etc) similes and alliteration are attempted. Basic characters and simple plots are used. The appearance of settings is described. The appearance of characters is described.	Characters, setting and plots are well developed using: Effective alliteration Effective similes Well-chosen vocabulary <u>Narratives and characters are well developed and coherent</u> With reminders, some attempt to capture a mood in narrative. Characters are described using character traits.	Well-chosen descriptive phrases enliven narrative. Alliteration and similes are used for effect. Plots are developed and sustained throughout Settings are described in terms of mood and atmosphere as well as appearance. Character actions are used to convey the nature of a character.
Non - Narrative	Writing frames (or similar) enable organisational features to be used. Some topic words are used appropriately with support of resources eg word mats.	Organisational devices (headings and sub-headings) are used effectively. Some reminders may be needed. Topic related vocabulary is used appropriately	Organisational devices are used effectively and independently. Topic related vocabulary is used confidently and correctly to support the purpose of the writing.
Evaluate and edit	With support/guidance can identify opportunities for change in their own writing. Benefits from resources (word banks).	<u>Uses reminders (eg success criteria) to make improvements and edits to their own writing, using taught y3/4 grammatical features. Makes corrections relating to y3/4 punctuation</u>	Makes edits and improvements to their own writing, exploring beyond the taught y 3/4 grammatical features. Consistently shows awareness of purpose and reader when improving their writing.
Vocabulary, Grammar and Punctuation Grammar	A range of conjunctions are used when a prompt list or word bank is provided. They are generally used correctly. When help is provided, writing includes some variety in sentence types. When help is provided, the perfect forms of verbs are used appropriately with the correct endings for regular verbs. Pronouns are often used to avoid repetition and aid cohesion and clarity. With resources (eg word mats) some taught conjunctions, adverbs and prepositions are used to express time and cause. Using models for writing and resources (eg word banks), attempts to use fronted adverbials are often successful	<u>With reminders, an effective mixture of sentence types is used. Subordinating conjunctions are used to create complex sentences.</u> Perfect forms of verbs are used with past participle endings for regular (has/have/had lived) and irregular (has/have/had taught) verbs. <u>Pronouns are consistently used to avoid repetition and aid cohesion and clarity.</u> <u>Taught conjunctions (since, although, however, in addition, as, meanwhile), adverbs and prepositions are used to express time and clause. These are independently used to begin sentences as well as to extend them.</u> <u>With reminders, fronted adverbials are used to add variety to sentence openings, develop plot/link information and develop descriptions of settings/characters.</u>	A good range of conjunctions is used correctly to add depth and detail to sentences and shift attention. A wide range of subordinating conjunctions are used to create complex sentences. Writing demonstrates a well-chosen range of sentence types and a range of strategies for extending simple sentences. Perfect forms of verbs are used effectively to show when an event happens. An understanding of how time shifts may be created through the use of this language. Pronouns and other appropriate synonyms are used to avoid repetition and aid cohesion. Well-chosen conjunctions, adverbs and prepositions are used with clear intention of meaning. These are confidently used in different places within sentences. Well-chosen fronted adverbials are used with clear intention of meaning.
Punctuation	When examples are provided, sentences beginning with an adverb are generally correctly punctuated. Direct speech is contained within speech marks (possibly after reminders).	With reminders, fronted adverbials are correctly punctuated. <u>Punctuation for direct speech is used correctly.</u>	Fronted adverbials are consistently correctly punctuated. Direct speech is punctuated correctly including when breaking up direct speech with further information ("Hey," she whined, "put it down now!")
<p>A Year Four writer can: By the end of Year Four it is expected that children can write and correctly punctuate simple, compound and complex sentences with a subordinate clause at the start. They are able to create complex sentences using a range of subordinating conjunctions (because, when). Children can correctly use question marks, exclamation marks and commas for lists and for fronted adverbials. They are able to use well-chosen noun phrases and adjectives when describing and show variety in their vocabulary. They can use alliteration and similes to build descriptions further and do this effectively. Children add further information to descriptions and events using prepositions. They can apply spelling rules taught in Y3 and below generally accurately and are able to spell the majority of words on the Y3 and 4 Word List. They are able to use apostrophes to show possession and contractions. They are able to identify the key features of text types they have learnt and generate their own plans to organise short paragraphs. Children are able to sustain their quality of grammar, punctuation and spelling over 3 or more paragraphs.</p>			

