

Name:		Class:		
Writing Year 4	Below	Working Towards	Expected	Greater depth
	Never/Rarely	Occasionally	Frequently	Always
Transcription – Spelling, handwriting and presentation				
Can spell common, high frequency words.				
Can spell the year 3 and 4 list of words.				
Can use prefixes such as <i>un, dis, in, ir, re, sub, inter, super, anti</i> and suffixes such as <i>ation, ly, le, er, sure, ture, sion, ous, tion, cian</i> .				
Can distinguish and correctly spell homophones. e.g. <i>their, there, they're, loose/lose, to/two/too</i>				
Pupil handwriting is legible, consistent in size and joined.				
Composition and grammar				
In narrative pieces can develop settings, characters and plot.				
In non-narrative pieces can use key features of different genres and some organisational devices. e.g. <i>headings and sub-headings</i>				
Writing flows and makes sense.				
Can use a range of sentence types. e.g. simple, compound and complex				
Can use paragraphs to group similar information.				
Can link paragraphs across a piece of writing.				
Can experiment with ambitious vocabulary.				
Can use a range of conjunctions. e.g. when, if, because, although, as				
Can use appropriate nouns/pronouns for cohesion.				
Can use tenses consistently.				
Can use fronted adverbials. e.g. <i>Early one morning,</i>				
Can use appropriate determiners. e.g. <i>a, an, the, some, one</i>				
Can use expanded noun phrases, preposition phrases and adjectives. e.g. <i>The strict math teacher with red hair...</i>				
Can use adverbs and prepositions to show time and cause.				
Punctuation				
Can correctly punctuate direct speech.				
Can use capital letters and full stops.				
Can use question and exclamation marks.				
Can use commas in a list and after fronted adverbials.				
Can use the possessive apostrophe, including words with regular and irregular plurals. e.g. <i>Regular plural: e.g. girls' boys' animals'</i> <i>Irregular plurals e.g. women's sheep's</i>				
Can use apostrophes to mark where letters are missing. e.g. <i>hasn't, can't</i>				
Overall Judgement				
Autumn	Spring		Summer	

The statements in bold are key objectives to begin with at the start of the year. Once these are secure, the other objectives will be taught.

