



Year Four Writing Expectations – updated November 2022

Composition	Oracy & Vocabulary	Sentence Structure	Grammar	Spelling	Handwriting
Collect and record ideas from discussions and reading	Use new vocabulary from reading, words of the week and specific words from across the curriculum	Vary sentence structure using long and short sentences are used for effect	Uses an increasing range of nouns and understand the differences between common noun, proper noun, and collective noun	Spells words from the Y4 spelling list accurately	Writes using a cursive script that is always legible and neat.
Purpose of writing is clear because main features are used – settings, character, plot, problem, event, resolution, ending – More sophisticated organisational devices such as sub-headings, bullet points,	Investigate meanings of word/word families – choosing most precise for purpose	Fronted adverbials are consistent and embedded to extend sentences by adding variety to sentence openers.	Uses noun phrases by adding modifying adjectives, nouns and preposition phrases <i>eg. The teacher . . . expanded to: The strict maths teacher with curly hair . . .</i>	Spells complex phonemes –ough -tion -ould -ure -	Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
Plans writing by discussing what they will include using a range of different planning structure, audience, context and purpose	Detail is included through use of well chosen, effective word choice, appropriate to the purpose, eg. Figurative language	Sentence Structure Greater Depth	Uses comparative adjectives appropriately	Spells correctly in writing examples of words using prefixes and suffixes from the Year 4 Spelling Appendix	
			Use of a comma for fronted adverbials is consistent		
Composing and rehearsing sentences orally	Starts to make deliberate choices of words and phrases to begin to develop the skills of show not tell for character and setting	Sentences are opened in different ways to create effects, including the positioning of clauses and the use of fronted adverbials to support cohesion	Greater Depth	Write from memory simple sentences dictated by the teacher that include words and punctuation taught	Greater Depth
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements to grammar & voc	Uses more sophisticated vocabulary precisely, eg, through using synonyms and understanding adjectives on a scale of intensity . <i>hot, warm, tepid, lukewar, chilly,</i>		Use inverted commas to punctuation direct speech, using dialogue sparingly so that it effectively adds detail to the writing.	Use of apostrophes to mark singular and plural possession eg. The girl's name; The girls' names	
Proof-read to check for errors in spelling and punctuation.	Text Structure		Punctuation is accurate with commas used correctly for fronted adverbials, embedded phrases and clauses, as well as for the reporting clause in dialogue.	Greater Depth	
Read aloud their own writing, using appropriate intonation and controlling the tone and volume so meaning is clear	A balanced structure within writing eg. the ending is as well developed as the opening			Spelling is on average 90% correct	
Writes 1.5 sides of paper for an extended piece	Paragraphs/ are grouped around an idea/theme				
Greater Depth	Begins to organise paragraphs in order of importance				
Clear links with reading are made with writers using models from their reading to construct sentences and paragraphs					
Purpose of text is clear and voice is maintained					

