

Year 4 Writing Standards

Working Towards the Expected Standard						
I can write for a range of purposes.						
I can organise my writing into paragraphs around a theme.						
I can describe settings and characters.						
I can use simple layout devices in non-fiction, E.g. headings and sub-headings.						
I can use coordinating conjunctions and subordinating conjunctions correctly to join clauses.						
I can use adjectives and adverbs for effect.						
I can use the range of punctuation taught up to and including Year 2 correctly.						
I can use some of the punctuation used in Year 3 and 4.						
I can spell <i>many</i> words from previous year groups and some words from the Year 3 & 4 spelling list.						
My handwriting is legible.						
Working at the Expected Standard						
I can write for a range of purposes and audiences (with an increasing awareness of appropriate language and form)						
I can describe settings, character and plot in narrative.						
I can use speech punctuation correctly most of the time.						
I can use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)						
I can use past and present tenses correctly, including a wider range of verb forms (e.g. we were going; they have been)						
I can use commas after fronted adverbials.						
I can use a possessive apostrophes correctly including with plurals. (e.g. children's toys)						
I can use standard English forms for verb inflections (e.g. we were/I did)						
I can use the range of punctuation taught up and including Year 4 mostly correctly.						
I can spell words from learning in previous year groups and most words from the Year 3 & 4 spelling list (<i>using phonics and morphology to spell words</i>)						
I can write legibly and with increasing fluency.						
I can maintain the use of joined handwriting throughout independent writing.						
Working at Greater Depth						
I can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.						
I can develop character through description, actions and dialogue.						
I can begin to make choices about using sentences of different lengths and types e.g. relative clauses using relative pronouns)						
I can improve the effect of my writing by making changes when editing (e.g. reordering sentences and adapting vocabulary)						