

TAF: Year 4 Writing

Towards Expected

Pupil(s) are beginning to meet the following aims with support:

To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).

To write narratives with a clear beginning, middle and end with a clear plot.

To proofread and amend their own and others' writing with growing confidence.

To create more detailed settings, characters and plot in narratives.

To organise their writing into paragraphs around a theme.

To maintain accurate tense throughout a piece of writing.

To use Standard English verb inflections mostly accurately

To use the full range of punctuation from previous year groups.

To use inverted commas at the beginning and end of direct speech.

To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.

To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.

To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition

To use some fronted adverbials; with some awareness of commas.

To spell most words with prefixes correctly

To spell most words with suffixes correctly

To spell homophones correctly, e.g. which and witch.

To use a neat, joined handwriting style consistently.

Expected

Pupil(s) are beginning to independently apply their knowledge:

To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

To write narratives with a clear beginning, middle and end with a coherent plot.

To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.

To create more detailed settings, characters and plot in narratives to engage the reader.

To consistently organise their writing into paragraphs around a theme.

To maintain an accurate tense throughout a piece of writing.

To use Standard English verb inflections accurately
 To use the full range of punctuation from previous year groups.
 To use all the necessary punctuation in direct speech mostly accurately.
 To use apostrophes for singular and plural possession with increasing confidence.
 To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases
 To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition
 To use fronted adverbials
 To spell all words with prefixes correctly
 To spell all words with suffixes correctly
 To consistently use a neat, joined handwriting style.

Greater Depth

To write a range of narratives that are well-structured and well-paced.
 To write a range of non-fiction texts that are well-structured with appropriate layout devices.
 To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.
 To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.
 To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.
 To always maintain an accurate tense throughout a piece of writing.
 To always use Standard English verb inflections accurately
 To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.
 To consistently use apostrophes for singular and plural possession.
 To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases
 To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition
 To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).
 To use their knowledge of word families to help with their spelling.

*Children must meet all of the objectives in the criteria in order to be awarded the standard.
 Children can have one area which is a 'specific weakness' and still achieve an overall standard providing the class teacher can provide evidence that they have met all other criteria within the band.*