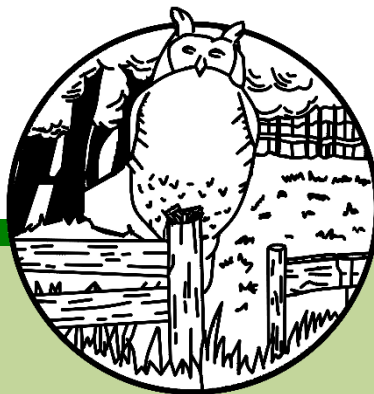


# Year 4 Writing Criteria



**Woodland Grange Primary School**

Aiming high to achieve excellence and success by working together.

# Year 4 Writing Criteria



Name: \_\_\_\_\_

Collection

## Working Towards the Expected Standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

mostly add 's' correctly to show plural or possession									
on many occasions uses phrases expanded by the addition of modifying adjectives, nouns and prepositions									
spelling some common exception words									
increasingly join handwriting									
uses fronted adverbials (later that day, I heard the bad news)									
use inverted commas and other punctuation to punctuate direct speech sometimes accurately									
draft and write in narratives, creating settings, characters and plots									
sometimes makes the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition									

## Working at the Expected Standard

The pupil begins to write for different purposes, after discussion with the teacher:

draft and write in narratives, creating settings, characters and plots with consideration for audience									
draft and write by organising paragraphs around a theme									
draft and write non-narrative, using simple organisational devices									
demarcating sentences with capital letters and a range of punctuation									
capital letters									
full stops									
question marks									
exclamation marks									
commas for lists									
apostrophes for contractions									
use inverted commas and other punctuation to punctuate direct speech mostly accurately									
uses apostrophes to mark plural possession accurately on many occasions									
consistently uses phrases expanded by the addition of modifying adjectives, nouns and prepositions. Beginning to select verb forms for meaning and effect									
Spelling most common exception words	Adding prefixes, il, ir, in, im								
	Adding suffixes, ion, sion, ssion, cian								
	Adding suffixes/prefixes to spell most words correctly								
uses fronted adverbials (later that day, I heard the bad news), sometimes with commas									
on many occasions makes the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition									
pupils begin to write for a range of purposes and audiences									
add suffixes beginning with vowel letters to words of more than one syllable									
consistently join letters in writing									

## Working at Greater Depth Within the Expected Standard

The pupils can write for different purposes, after discussion with the teacher:

Use inverted commas to punctuate direct speech accurately									
Spelling most common exception words	Adding suffixes to spell most words correctly in their writing e.g. ion, sion, ssion, cian								
	Adding prefixes to spell most words correctly in their writing e.g. il, ir, in, im								
uses apostrophes to mark plural possession accurately									

Use a full range of punctuation usually accurately for a range of purpose <ul style="list-style-type: none"> <li>• speed</li> <li>• effect</li> <li>• listing</li> <li>• subordination</li> <li>• apostrophes to mark plural possession</li> </ul>							
Use cursive script							
use commas after fronted adverbials on many occasions							
mostly makes the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Begin to use determiners e. g. a vast majority, some, many, most							
clauses are used confidently and appropriately							
use commas after fronted adverbials on many occasions e.g. <ul style="list-style-type: none"> <li>• while laughing, the boy...</li> <li>• slowly stumbling, the giant...</li> </ul>							
begin to select verb forms for meaning and effect, imperative verbs, tenses in different forms							
use 2 or more stylistic features within a text e.g. rhetorical questions, alliteration, onomatopoeia, metaphor, similies and repetition							
use varied sentence structures throughout their writing							

To be at a standard ALL boxes must be ticked at least twice across 5 or 6 pieces of work. The preceding standard must also have been met. Children CANNOT be working at greater depth without meeting the handwriting requirements.

Definitions:

Some – On occasion (10%)

Many – Between some and most (50%)

Most – Generally, with occasional errors (85%)

