

A Year 4 writer can write compound sentences and organise their ideas into paragraphs. They have a growing vocabulary and consider the word choices they use to create detailed characters and settings. They are able to use a range of conjunctions and adverbial phrases to link ideas together.

Statements in bold must be met for chd to be assessed as EXS.

. partly achieved / mostly achieved X fully achieved

Year 4 Key Concepts for Writing	. / X
Handwriting is consistently joined and legible.	
Spells most Year 3 and 4 words correctly.	
Spells homophones and near-homophones such as: accept/except	
Uses prefixes to give the antonym: im-, in-, ir-, il-	
Uses the suffix -cian, -tion and -sion	
Uses the prefixes sub-, anti- and auto-	
Consistently uses punctuation taught so far: capital letters, full stops, exclamation marks and question marks.	
Mostly uses inverted commas and other punctuation to indicate direct speech.	
Begins to indicate possession by using the possessive apostrophe.	
Fronted adverbials are used to indicate place and punctuated with a comma	
Uses a variety of conjunctions, adverbs and prepositions for time and cause.	
Uses Standard English forms and verb inflections for I was, should have etc.	
Choose nouns or pronouns for clarity and to avoid repetition.	
Identify a range of determiners and use appropriate ones when referring to a noun.	
Forms compound sentences using co-ordinating conjunctions.	
Use the subordinating conjunctions: while, since, although until, to extend a sentence with a clause.	
Uses the present perfect form of verbs in contrast to the past tense.	
Maintains the correct tense throughout a piece of writing.	
Identifies features of a genre through looking at a model text.	
Uses a template to plan a piece of writing.	
Uses paragraphs to organise ideas around a topic, time, place or person.	
Can build cohesion and avoid repetition (e.g. using pronouns, conjunctions, adverbials)	
For non-fiction pieces, uses organisational devices [headings and sub-headings].	
Creates settings, characters and plots (e.g. using expanded noun phrases, adverbs, similes).	
Uses a range of verbs for precision when describing action.	
Can independently proofread for capital letters and full stops.	
Identifies improvements for word choices in their own and others' writing.	
Reads aloud his or her own writing, to a group or the whole class, using a clear voice.	
Greater Depth Standard	
Shows a clear awareness of audience throughout each piece.	
Selects and uses vocabulary and grammatical devices for precision and effect, drawing upon their own reading.	
Selects and uses punctuation taught so far accurately and effectively to enhance writing.	
Identifies and makes corrections to ensure coherence and enhance impact upon the reader by reviewing vocabulary choices and grammatical structures (self and peer review).	