

## Performance of Writing – Expected Standard at end of Year 4

| Name:  | Aut 2 | Spr 2 | Sum 2 |
|--|-------|-------|-------|
| <b>Purpose and Impact</b>  |       |       |       |
| Write complete texts that are interesting, engaging or thoughtful  |       |       |       |
| Ideas are developed in detail e.g. stories in-depth description, non-fiction, anecdotes, facts and reflections.  |       |       |       |
| Point of view is maintained throughout the work.   |       |       |       |
| Produce texts which are appropriate to reader and purpose  |       |       |       |
| Include all the features of a genre/text type appropriately and consistently.  |       |       |       |
| Create narratives that create intrigue (e.g. suspense, cliff-hangers) or non-fiction that is more complicated (e.g. contrasting ideas, opinions).  |       |       |       |
| <b>Structure and Shape</b>   |       |       |       |
| Organise and present whole texts effectively that sequence and structure information   |       |       |       |
| Structure and organise writing with a clear beginning, middle and end.   |       |       |       |
| Write sentences that are developed on from previous sentences to form a group of connected/related ideas.  |       |       |       |
| Start a new paragraph to organise ideas around a theme.  |       |       |       |
| Construct a cohesive piece with logical links/breaks   |       |       |       |
| Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.  |       |       |       |
| Openings signalled in narrative and non-fiction with content to capture the reader's interest.   |       |       |       |
| Closings signalled in narrative that is dramatic or link back to opening and in non-fiction is strong/draw conclusions.  |       |       |       |
| <b>Sentence Construction</b>   |       |       |       |
| Vary sentences for clarity, purpose and effect   |       |       |       |
| Ask rhetorical questions to heighten reader engagement e.g. Can we honestly believe...?  |       |       |       |
| Use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases) e.g. the strict geography teacher with slick, black hair.                                |       |       |       |
| <b>Tense</b>   |       |       |       |
| Use standard English verb inflections e.g. 'we were...', 'I did....' (instead of local spoken forms such as 'we was....', 'I done...').  |       |       |       |
| <b>Conjunctions/Complex Sentences</b>  |       |       |       |
| Use a widening range of conjunctions e.g. while, so, although.   |       |       |       |
| Use more complicated conjunctions that set up contrast or relationships e.g. despite, nevertheless, consequently.  |       |       |       |
| <b>Mastery of Writing Techniques</b>   |       |       |       |
| Deploy poetic/descriptive style to engage the reader   |       |       |       |
| Use personification to give human attributes to inanimate objects/things.  |       |       |       |
| Use pathetic fallacy to mirror and extend the plot or a character's emotions e.g. aspect of nature or weather reflects feeling).   |       |       |       |
| Use symbolism as a recurring idea to emphasise a themed motif e.g. ongoing references to water.  |       |       |       |
| <b>Vocabulary</b>  |       |       |       |
| Select appropriate and effective vocabulary  |       |       |       |
| Make language choices that are interesting and varied and consider the effect of sounds within words.  |       |       |       |
| Use ambitious vocabulary (tier 2 words).   |       |       |       |
| Use subject specific vocabulary (tier 3 words).  |       |       |       |
| <b>Adverbs/adverbial phrases</b>   |       |       |       |
| Use 'where' adverbial phrases in fronted position in sentences e.g. At the seaside, Tommy fed the seagulls.  |       |       |       |
| Use 'how', 'ly, adverbs and 'ing' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew it would be difficult.  |       |       |       |
| <b>Punctuation</b>   |       |       |       |
| Write with technical accuracy of punctuation   |       |       |       |
| Correct use of inverted commas and other punctuation to indicate direct speech (comma after reporting clause; end punctuation within inverted commas) e.g. The teacher screamed, "Be quiet!" |       |       |       |
| Use apostrophes to mark plural possession e.g. The girl's name, the girls' names.  |       |       |       |
| Use comma after fronted adverbial.   |       |       |       |
| <b>Spelling and Word Structure</b>   |       |       |       |
| Apply spelling rules into writing  |       |       |       |
| Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words.  |       |       |       |
| Distinguish between the spelling of common homophones.   |       |       |       |
| Show through 's' and punctuation the grammatical difference between plural and possessive.   |       |       |       |
| <b>Handwriting</b>   |       |       |       |
| Show consistency in style ensuring that the downstrokes of letters are parallel and equidistant.   |       |       |       |
| Avoid ascenders and descenders touching each other from one line to the next.  |       |       |       |
| <b>Result</b>  |       |       |       |

# Green Writing Progress Plan

## Punctuation

I can use all correct direct speech punctuation e.g. inverted commas, commas, new line etc.

I can mark plural possession using an apostrophe.

I can use a comma after a fronted adverbial.

## Spelling

I can use a range of techniques to spell unfamiliar words.

I can spell homophones correctly according to use e.g. there, their and they're.

I can show the difference in writing between plural and possessive with 's' and punctuation.

## Adverbial Phrases

I can use fronted 'where/when' adverbial phrases e.g. As dawn broke, the scarecrow cried.

I can use 'how' adverbs and adverbial phrases in fronted positions e.g. Worrying about the crash, Bobby raced home.

## Vocabulary

I can make interesting and varied language choices.

I can use ambitious words in my writing.

I can use subject specific words.

## Purpose and Impact

I can add detail to my ideas.

I can maintain a point of view.

I can include all the features of a genre/text type.

I can create intriguing narratives.

I can create more complicated non-fiction texts.

## Tense

I can standard English verbs e.g. I did, we were.

## Conjunctions/Complex

### Sentences

I can use a larger range of conjunctions e.g. while, although.

I can use conjunctions to set up contrasts or relationships e.g. despite, consequently.

## Structure and Shape

I can organise my writing with a clear beginning, middle and end.

I can write sentences that lead on from a previous sentence.

I can start a new paragraph organising ideas around a theme.

I can use pronouns and nouns within and across sentences to aid readability.

I can use exciting openings to capture the reader's attention.

I can use dramatic endings in stories and strong conclusions in non-fiction.

## Sentence Construction

I can ask rhetorical questions to involve the reader.

I can use more complicated noun phrases e.g. The beautiful lady with the yellow bun.

## Writer's Techniques

I can use personification to give human attributes to inanimate objects/things.

I can use pathetic fallacy to mirror and extend the plot or a character's emotions.

I can use symbolism as a recurring idea to emphasise a theme.