

## 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.