



End of Y4 – Working Towards the Expected Standard

Name: _____

The pupil can...							
write cohesively for a range of purposes							
use punctuation mostly correctly	capital letters						
	full stops						
	question marks						
	commas for lists						
	apostrophes for contraction						
	apostrophes for singular possession						
use coordinating conjunctions to create cohesion <i>for, and, nor, but, or, yet, so</i>							
Use some subordinating conjunctions to create cohesion <i>because, when, before, after, while</i>							
spell most year 1/2 words correctly							
spell some year 3/4 words correctly							
write legibly, using some joined cursive writing							

End of Y4 – Working at the expected standard

The pupil can...							
use paragraphs to organise ideas around a theme							
use a wide range of sentences types, including the use of more than one clause by using a wider range of conjunctions such as although, while, as etc.							
in narratives, create settings, characters and plots							
in non-narrative writing, use simple organisational devices <i>e.g headings and subheadings</i>							
use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases <i>e.g the teacher expands to the strict maths teacher with curly hair</i>							
use fronted adverbials, marking accurately with a comma							
use a range of adverbs and prepositions to express time and cause							
make an appropriate choice of noun or pronouns to avoid repetition and build cohesion							
use apostrophes to mark regular and irregular plural possession							
use inverted commas and other punctuation necessary to accurately indicate speech							
use verb tenses consistently and correctly including present perfect form of verbs in contrast to the past tense and the use of standard English							
spell correctly most words from the year 3/4 spelling list							
increase legibility in handwriting, using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined							

End of year 4 – Working at greater depth within the expected standard

The pupil can...							
begin to show some awareness of the reader by writing effectively for a range of purposes and audiences (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)							
use a wide range of subordination, considering the placement of such clauses for specific effect on the reader							