

Year 4 – Working towards the expected standard						
After discussing the purpose and audience, the pupils will produce writing with appropriate structure, vocabulary and grammar across a range of genres with teacher support.						
To spell some of the year 3 & 4 statutory spellings						
To begin to select appropriate vocabulary including noun phrases						
To use co-ordinating conjunctions when writing compound sentences – but, or, and, yet & so						
To group related material into paragraphs around a theme						
To show an awareness of fronted adverbial, although they may not be correctly demarcated						
Using mostly correctly: capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophe to mark singular possession.						
To have an awareness of inverted commas to demarcate speech						
Using the diagonal and horizontal strokes needed to join letters in most of their writing						
Year 4 – Working at the expected standard						
Showing an awareness of purpose and audience, the pupils will produce writing with appropriate structure, vocabulary and grammar across a range of genres.						
Spell most of the year 3 statutory spellings (see KLIPs document.)						
Spell some of the year 4 statutory spellings (see KLIPs document.)						
To know the difference between singular and plural use of a possessive apostrophe. To know the grammatical difference between a plural and possessive 's'						
Use correct standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was)						
Use inverted commas and other punctuation to indicate direct speech (comma to mark reporting clause and end punctuation) – The conductor shouted, "Sit down!"						
To organise dialogue mostly correctly.						
Create complex sentences, with accurate use of comma, using fronted adverbials How – Silently trudging through the snow, Sam ... When – As the clock struck 12, the soldiers Where – In the distance, a lone wolf howled						
To select and use determiners correctly including: articles : a/an, the demonstratives : this/that, these/those possessives : my/your/his/her/its/our quantifiers – some, any, no, many, much, every						
Manage the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition						
Use paragraphs to organise writing in fiction and non-fiction texts						
Use fronted adverbials to link ideas across paragraphs for when and where. Eg, Several hours later, ... Back at home, ...						
Use organisational devices in non-fiction writing, Eg – captions, text boxes, diagrams, lists						
Include noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, for example - The strict maths teacher with curly hair.....						
Plan and write an opening paragraph which combines setting and character/s						
Increase the legibility, quality and consistency of their handwriting (see national curriculum document)						