

Writing End of Year Statements - Year 4



Working Towards the Expected Standard

With some support, pupils are able to:

- Use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).
- Write narratives with a clear beginning, middle and end with a clear plot.
- Proofread and amend their own and others' writing with growing confidence.
- Create more detailed settings, characters and plot in narratives.
- Organise their writing into paragraphs around a theme.
- Maintain accurate tense throughout a piece of writing using present, past, progressive and perfect tense verb forms mostly correctly
- Use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
- Use a range of coordinating and subordinating conjunctions throughout their writing.
- Demarcate sentences with capital letters, full stops, question marks and exclamation marks accurately throughout writing.
- Use inverted commas at the beginning and end of direct speech.
- Use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.
- Begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
- Begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- Use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.
- Use prepositions to express place and time.
- Spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.
- Spell most words with suffixes correctly, e.g. usually, poisonous, adoration.
- Spell homophones correctly, e.g. which and witch.
- Spell many of the Year 3 and 4 statutory spelling words correctly.
- Almost always use a neat, joined handwriting style consistently.

Expected Standard

With limited support, pupils are able to:

- Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) and with growing awareness of the reader.
- Write narratives with a clear beginning, middle and end with a coherent plot.
- Proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
- Create more detailed settings, characters and plot in narratives to engage the reader.
- Consistently organise their writing into paragraphs around a theme.
- Maintain an accurate tense throughout a piece of writing.
- Use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
- Use the full range of punctuation from previous year groups.
- Use all the necessary punctuation in direct speech mostly accurately.
- Use apostrophes for singular and plural possession with increasing confidence.
- Expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
- Regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- Use fronted adverbials, e.g. As quick as a flash, Last weekend;
- Use a range of adverbs to add detail to writing.
- Use commas after fronted adverbials and with a reported clause
- Spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.
- Spell all words with suffixes correctly, e.g. usually, poisonous, adoration.
- Spell homophones correctly, e.g. which and witch.
- Spell all of the Year 3 and 4 statutory spelling words correctly.
- Consistently use a neat, joined handwriting style.

Greater Depth within the Expected Standard

Pupil confidently and independently applies their knowledge and skills to demonstrate that they are able to:

- Write a range of narratives that are well-structured and well-paced and show good awareness of the reader.
- Write a range of non-fiction texts that are well-structured with appropriate layout devices and show good awareness of the reader.
- Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.
- Create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.
- Consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.
- Consistently use a range of appropriate conjunctions to aid cohesion.
- Always maintain an accurate tense throughout a piece of writing.
- Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.

- Use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.
- Consistently use apostrophes for singular and plural possession.
- Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.
- Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.
- Apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 (as detailed below) into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).
- Use their knowledge of word families to help with their spelling.
- Consistently produce legible joined handwriting

Year 3-4 Words

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Year 3 – 4 Spelling Programme of Study

Adding suffixes beginning with vowel letters to words of more than one syllable	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The //ɪ sound spelt y elsewhere than at the end of words	myth, gym, Egypt, pyramid, mystery
The /n/ sound spelt ou	young, touch, double, trouble, country
More prefixes	dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell) in- : inactive, incorrect il- : illegal, illegible im- : immature, immortal, impossible, impatient, imperfect ir- : irregular, irrelevant, irresponsible re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, submerge inter- : interact, intercity, international, interrelated (inter + related) super- : supermarket, superman, superstar anti- : antiseptic, anticlockwise, antisocial auto- : autobiography, autograph
The suffix -ation	information, adoration, sensation, preparation, admiration
The suffix -ly	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	division, invasion, confusion, decision, collision, television
The suffix -ous	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)	scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)	chef, chalet, machine, brochure
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)	league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey	vein, weigh, eight, neighbour, they, obey
Homophones and near-homophones	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Range of Punctuation Expected in Year 4

Year 1	<ul style="list-style-type: none">● Capital letter to start a sentence● Capital letter for proper nouns● Capital letters for personal pronoun (I)● Full stops● Question marks● Exclamation mark
Year 2	<ul style="list-style-type: none">● Apostrophe for contractions● Apostrophe for possessions● Commas for a list● Coordinating conjunctions (e.g for, and, nor, but, or, yet, so)● Subordinating conjunctions (e.g when, if, that, because)
Year 3	<ul style="list-style-type: none">● Inverted commas to punctuate direct speech
Year 4	<ul style="list-style-type: none">● Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]● Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]● Use of commas after fronted adverbials