



Year 4 End of Year Writing Expectations

Working Towards the Expected Standard (WT):

Pupil(s) are beginning to meet the following aims with support:

- To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).
- To write narratives with a clear beginning, middle and end with a clear plot.
- To proofread and amend their own and others' writing with growing confidence.
- To create more detailed settings, characters and plot in narratives.
- To organise their writing into paragraphs around a theme.
- To maintain accurate tense throughout a piece of writing.
- To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
- To use the full range of punctuation from previous year groups (*Full stops, capital letters, question marks, exclamation marks, commas within lists, apostrophes to show possession and to form contractions, to use inverted commas in direct speech*).
- To use inverted commas at the beginning and end of direct speech.
- To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession, e.g. Tariq's book [Tariq has the book] vs. the boys' arrival [the boys arrive].
- To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
- To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.
- To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.
- To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.
- To spell homophones correctly, e.g. which and witch.

- To spell many of the Y3 and 4 statutory spelling words correctly (*included below*).
- To use a neat, joined handwriting style consistently.



Year 4 End of Year Writing Expectations

Working at the Expected Standard (EXP):

Pupil(s) are confidently and independently able to apply their knowledge:

- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- To write narratives with a clear beginning, middle and end with a coherent plot.
- To 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.
- To create detailed settings, characters and plot in narratives to engage the reader.
- To consistently organise their writing into paragraphs around a theme.
- To maintain an accurate tense throughout a piece of writing.
- To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
- To use the full range of punctuation from previous year groups (*Full stops, capital letters, question marks, exclamation marks, commas within lists, apostrophes to show possession and to form contractions, to use inverted commas in direct speech*).
- To use all the necessary punctuation in direct speech mostly accurately.
- To use apostrophes for singular and plural possession with increasing confidence.
- To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
- To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.

- To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.
- To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.
- To spell homophones correctly, e.g. which and witch.
- To spell all of the Y3 and 4 statutory spelling words correctly (included below).
- To consistently use a neat, joined handwriting style.



Year 4 End of Year Writing Expectations

Working at Greater Depth within the Expected standard (GD):

Pupil(s) are confidently and independently able to apply their knowledge:

- To write a range of narratives that are well-structured and well-paced.
- To write a range of non-fiction texts that are well-structured with appropriate layout devices.
- To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.
- To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.
- To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.
- To always maintain an accurate tense throughout a piece of writing.
- To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
- To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.
- To consistently use apostrophes for singular and plural possession.

- To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.
- To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.
- To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 (see *National Curriculum*) into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).
- To use their knowledge of word families to help with their spelling, e.g. *teach* – *teacher*, *extend* – *extent* – *extensive*, *grammar* – *grammatical* – *grammarian*.

Year 3 and 4 Statutory Spellings

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