

Band 4 Writing					
Working Towards			At expectation		Greater Depth
4B	4B+	4W	4W+	4S	4S+ Deep
<p>The pupil can: All aspects of band 3 are met and being used with increasing confidence and independence.</p> <ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far confidently Writing effectively uses features of the given form, as appropriate to audience, purpose and context. In narratives increasingly detailed settings, characters are created around a coherent plot. Paragraphs are beginning to be used to group related ideas with more confidence and skill but in places writing lacks cohesion. In non-narratives, paragraphs group related information. With support further devices are used to aid presentation of information. Basic grammar is accurate, but sometimes reflects local spoken forms. Writing demonstrates competent use of a range of sentence structures, including those with more than one clause. A range of word and phrase choices enhance meaning and avoid repetition. Tenses are chosen accurately and used with growing consistency. All known tenses are used with growing confidence. Common punctuation is almost always accurate, (e.g. full stops, capital letters, questions marks, commas and apostrophes for contraction and singular possession). Corrections are made with support. Spelling is increasingly accurate and more complex spellings are phonetically plausible. There is some evidence of root words being used to spell longer words. Homophones are 			<p>The pupil can:</p> <ul style="list-style-type: none"> Know and show evidence of using grammatical difference between plural and possessive -s Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Knows the terminology and can use: determiner Pronoun possessive pronoun adverbial spellings of words from the Year 3/4 words and spelling rules appendix 1 of the NC are spelt mostly correctly and with some consistency use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 		<p>The pupil can: All aspects of previous band criteria have been met confidently.</p> <ul style="list-style-type: none"> Writing demonstrates a deep understanding of a range of taught text types, with choices being made appropriate to form, audience, purpose and context. Writing maintains an appropriate form and cohesion throughout. In narratives detailed description and strong word choices add detail and create atmosphere. Effective use of paragraphing adds cohesion and aides the reader. Non-narratives are structured in a logical way, ensuring cohesion across the piece. Well-chosen detail and presentation engages the reader throughout. Is starting to play with grammar, devices and structure beyond their PoS as magpied from their wider reading but not yet taught. Grammar is accurate reflecting written Standard English and a good use of all devices taught. Word and phrase choices, including competent use of fronted adverbials, bring the writing to life. Writing demonstrates fluent and accurate use of common punctuation with good consistency. Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families from Y4 lessons and from previous years. Handwriting is legible and consistent, including fluent joining with increasing speed. Constructive evaluation is backed by reasons for their suggestions. Editing and improving is common place and there is an awareness of the improved impact on the

sometimes confused.

Handwriting is increasingly legible and consistent. There is some joining which will be pre cursive.

- discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense

reader.