



## Year 4 Key Performance Indicators for writing.

- Organises paragraphs around a theme
- In narratives, creates settings, characters and plot
- Proof-reads for spelling and punctuation errors
- Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Uses standard English forms for verb inflections instead of local spoken forms
- Uses fronted adverbials
- Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Uses inverted commas and other punctuation to indicate direct speech

By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate

A child can:

- spell most words taught so far accurately and be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English;
- place the apostrophe in words with regular plurals (eg girls', boys') and in words with irregular plurals (eg children's);
- use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum document, and be able to apply them correctly to examples of real language such as their own writing;
- recognise some of the differences between standard English and nonstandard English;
- use joined-up handwriting throughout all independent writing;
- write for a range of real purposes and audiences as part of the work across the curriculum. These purposes and audiences should underpin decisions about the form the writing should take such as a narrative, an explanation or a description;
- adopt, create and sustain a range of roles.

A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops