

| Year 4 Working Towards (WTS)  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| The pupil can, after discussion with the teacher and in some cases independently:                   |  |  |  |  |  |  |  |
| I can write in the correct tense accurately.  |  |  |  |  |  |  |  |
| I can write sentences accurately.   | capital letters                                |  |  |  |  |  |  |
|   | full stops                                     |  |  |  |  |  |  |
|   | commas in lists                                |  |  |  |  |  |  |
|   | fronted adverbials sometimes                   |  |  |  |  |  |  |
| I can use apostrophes for singular possession, most of the time.                                    |  |  |  |  |  |  |  |
| I can use apostrophes where letters are missing, most of the time.                                  |  |  |  |  |  |  |  |
| In narrative writing, I can create:   | settings                                       |  |  |  |  |  |  |
|   | characters                                     |  |  |  |  |  |  |
|   | plot   |  |  |  |  |  |  |
| I can spell some words from the Year 3/4 word list  |  |  |  |  |  |  |  |
| My handwriting can be read and is sometimes joined.   |  |  |  |  |  |  |  |
| Year 4 Working At (EXS)   |  |  |  |  |  |  |  |
| In independent writing and writing that stems from classroom themed work:                           |  |  |  |  |  |  |  |
| I can use some expanded noun phrases to describe and specify.                                       |  |  |  |  |  |  |  |
| I can write in the correct tense most of the time.  |  |  |  |  |  |  |  |
| I can punctuate most sentences accurately (ABC, fullstops, !, ?).                                   |  |  |  |  |  |  |  |
| I can punctuate speech correctly most of the time (comma for reporting clause and inverted commas). |  |  |  |  |  |  |  |
| I can use Year 4 punctuation mostly correctly:  | apostrophes for singular and plural possession |  |  |  |  |  |  |
|   | comma after fronted adverbial                  |  |  |  |  |  |  |
| I can use a range of sentences structures:  | prepositional phrases                          |  |  |  |  |  |  |
|   | fronted adverbials                             |  |  |  |  |  |  |
|   | wider range of conjunctions                    |  |  |  |  |  |  |
| I can vary pronouns and nouns across sentences to aid cohesion and avoid repetition.                |  |  |  |  |  |  |  |
| I can develop detail in:  | settings                                       |  |  |  |  |  |  |
|   | characters                                     |  |  |  |  |  |  |
|   | plot   |  |  |  |  |  |  |
| I can extend paragraphs and organise my ideas around a theme.                                       |  |  |  |  |  |  |  |
| I can improve writing by evaluating and editing own and others writing.                             |  |  |  |  |  |  |  |
| I can spell many words from the Year 3/4 word list.   |  |  |  |  |  |  |  |
| I can apply Year 3/4 spelling rules (-es changing y to an i, prefixes un-, mis-, in-)               |  |  |  |  |  |  |  |
| My handwriting is legible and joined with consistent letter formation.                              |  |  |  |  |  |  |  |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <b>Year 4 Working At Greater Depth (GDS)</b>  |  |  |  |  |  |  |
| In independent writing and writing that stems from classroom themed work:   |  |  |  |  |  |  |
| I can use modifiers (adjectives, adverbs, phrases or clauses) to expand noun phrases  |  |  |  |  |  |  |
| I can use appropriate and accurate tenses most of the time.   |  |  |  |  |  |  |
| I can punctuate speech correctly most of the time (comma for reporting clause, inverted commas and punctuation inside the inverted commas). |  |  |  |  |  |  |
| My writing has clear purpose and content included to engage and inform the reader   |  |  |  |  |  |  |
| I can choose specific vocabulary and sentence structure support the reader in understanding the writing.                                    |  |  |  |  |  |  |
| I can spell most words from the Year 3/4 word list.   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |