

| Year 4 WRITING | Y4 Low Emerging | Y4High Emerging | Y4 Low Embedding | Y4 High Embedding | Y4 Low Expected | Y4 High Expected | Y4 Low Exceeding Y5 Low Emerging | Y4 High Exceeding Y5High Emerging |
|-----------------------------------|--|-----------------|------------------|-------------------|-----------------|------------------|---|-----------------------------------|
| STEP | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| Ticks required | 12 | 23 | 35 | 46 | 58 | 61 | 65 | 68 |
| ✓ Total 72 with 11 Key Objectives | The three divisions within each statement are an indication of the depth of pupil understanding not the number of times observed | | | | | | All Key objectives have to be secure in order to be exceeding | |

| | Writing - Year 4 | Beginning | Progressing | Secure |
|-----------------------------------|---|-----------|-------------|--------|
| Spelling | <i>I understand how to add prefixes and suffixes (see Yr4 SPaG booklet).</i> | | | |
| | I can spell further homophones. | | | |
| | <i>I can spell 90 of the year three/four words including words which are often misspelt.</i> | | | |
| | I use the possessive apostrophe for regular plurals (girls', boys') and irregular plurals (children's). | | | |
| | <i>I am beginning to use the first two or three letters of a word to check its spelling in a dictionary.</i> | | | |
| | <i>I write from memory simple sentences dictated by the teacher.</i> | | | |
| Vocabulary, Grammar & Punctuation | <i>I can extend sentences using more than one clause using a range of conjunction (when, if, because, although).</i> | | | |
| | I use connectives, adverbs and prepositions to express time and use effectively. | | | |
| | I can use a range of adverbial phrases effectively. | | | |
| | I can use inverted commas correctly for direct speech. | | | |
| | I use the present perfect form of verbs in contrast to the past tense. | | | |
| Handwriting | I join letters appropriately. | | | |
| | I have increased the legibility, consistency and quality of my handwriting (appropriately sized ascenders and descenders). | | | |
| Composition | I learn from examples of writing (structure, vocabulary and grammar) in order to write my own. | | | |
| | <i>I can discuss and record my own ideas confidently.</i> | | | |
| | <i>In non narrative writing I use organisational features confidently.</i> | | | |
| | <i>In narratives I create settings, characters and plot fully using the story structure.</i> | | | |
| | I compose and rehearse sentences orally, building a varied and rich vocabulary which I then use in my writing. | | | |
| | <i>I can use a range of sentence structures.</i> | | | |
| | <i>I can organise paragraphs around a theme</i> | | | |
| | I can assess the effectiveness of my own and others writing, suggesting improvements. | | | |
| | I can suggest changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns. | | | |
| | <i>I proof read for spelling and punctuation errors.</i> | | | |
| | I read aloud my writing using appropriate intonation and control | | | |