



Year 4 Writing Objectives

These objectives are what your children are assessed against each year. They have already been split into working towards, expected and greater depth.

To be awarded an overall 'expected standard' across a year, a child would need to achieve all of the 'Working Towards' statements and almost all these objectives (90-100%).

Working Towards

Produce legible joined handwriting

Use full stops and capital letters mostly correctly

Use question marks mostly correctly

Use commas for lists mostly correctly

Use inverted commas for speech

Include adverbs to add detail and precision

Spell approx. 40% words used in a piece of writing correctly* (years 3 and 4 curriculum e.g. weekly spellings)

Spell approx. 40% words used in a piece of writing correctly* (year 3/4 statutory spelling list)

Expected

Produce writing that generally fits the intended audience and purpose

Use paragraphs to organise ideas around a theme

Use organisational features effectively in non-fiction

Describe settings and characters

Use pronouns for cohesion and to avoid repetition

Use a range of fronted adverbials, followed by a comma

Use standard English verb forms (we were or I did, rather than we was or I done)

Use present and past tense correctly

Use expanded noun phrases and prepositional phrases to add detail and precision (the strict maths teacher with curly hair)

Use a wide range of conjunctions to show time, place and cause

Use the full range of speech punctuation (inverted commas as well as punctuation to separate speech and reporting clauses)

Use apostrophes for contraction and possession approx. 70% of the time (both singular and plural possession)

Edit/re-draft sections to improve grammatical sense or meaning (including spelling)



Spell approx. 80% of words used in a piece of writing correctly (years 3 and 4 curriculum e.g. weekly spellings)

Spelling approx. 80% words used in a piece of writing correctly* (year 3/4 statutory spelling list)

Greater Depth

Using a wide range of clause structures, sometimes varying their position within the sentence (single, compound, complex, relative, embedded)

Use language and cohesive devices to write confidently and appropriately for a wide range of audiences and purposes, showing consideration of the reader