

Year 4 Writing Expectations

- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency.

Greater Depth

- Prepared to carry out a little research to find words that are specific to the event being written about.
- Check to see if there are any sentences that can be reorganised so as to give writing a greater impact.
- Consciously use short sentences to speed up action sequences.
- Use dialogue and reactions from other characters to make my character interesting.
- Recognise when a simile may generate more impact than a metaphor, and vice versa.
- Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.
- Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters.
- Know how to re-order sentences so that they create maximum effect.
- Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural.
- Use commas or ellipses in order to create greater clarity and effect.