



Aspire, Believe, Succeed

## Writing Standards File

### Year 4 Writing

KPIs	Performance Standard
<p>Organises paragraphs around a theme</p> <p>In narratives, creates settings, characters and plot</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Writes from memory sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Uses standard English forms for verb inflections instead of local spoken forms</p> <p>Uses fronted adverbials</p> <p>Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Uses inverted commas and other punctuation to punctuate dialogue consistently accurately.</p> <p>Handwriting should be consistently joined and regular in size.</p> <p>Spells most words from the Year 4 word list correctly.</p> <p>Selects the appropriate spelling for most homophones as per English appendix 1.</p> <p>Consistently correctly spells words using the following suffixes. (ation, ous,sure,ation, ly).</p> <p>Uses apostrophe to show possession always consistently.</p>	<p style="text-align: center;"><b>With reference to the KPIs</b></p> <p>By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• place the apostrophe in words with regular plurals (eg girls', boys') and in words with irregular plurals (eg children's);</li> <li>• 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;</li> <li>• recognise some of the differences between standard English and non-standard English;</li> <li>• use joined-up handwriting throughout all independent writing;</li> <li>• 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; and</li> <li>• adopt, create and sustain a range of roles.</li> </ul> <p>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</p>

KPIs exemplified:

Organises paragraphs around a theme

Context:

In all lessons across the curriculum the children are exposed to good quality model texts. When they write narrative or non narrative they know when and how to use paragraphs. This is consistent and independent.

Settareh and the prince  
Not long ago, there was a young girl called Settareh. She was a young, beautiful girl, who cared and appreciated everything in the environment. Settareh was also kind-hearted, not like her step-mother and cousins. They were jealous of Settareh's beauty. Whenever she came to them, they acted very peculiar.

Settareh lived a strange life, out on the streets. While her step-mother and cousins, slept in a cottage beside her. The village she slept on was absolutely quiet and peaceful. Settareh was only allowed in the cottage during daylight. When darkness fell she had to go straight outside with no fire at all.

A few weeks later, Settareh received a letter from the king's palace. It said "Come to my palace for New Year's Celebration, I am looking for a lovely princess who will marry me." Settareh really wanted someone who loved her, the king wouldn't want to marry her, she wasn't a princess, she was just a random girl, living a strange life.

Slowly, he started to jog. He then started to run. Very soon, Tim was sprinting in fear. His heart was beating like a drum. He was approaching the dark, colossal graveyard. Still in his huge fright, he accidentally roamed into the black, abandoned graveyard, without noticing. Carelessly, he tramped over the graves.

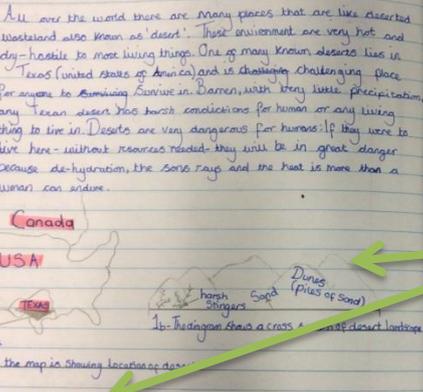
In the distance, he spotted a light. Shivering like an earthquake, Tim decided to investigate. After a while he came up to a decadent, creepy house. His brain said no but his feet couldn't help it. He no longer had any control of his feet.

Suddenly the door mysteriously opened and something was there. He was screaming. Something dragged him in.

Paragraphs are used in narrative well to structure writing. The child starts a new paragraph when needed and is secure in knowing when to do this. The child uses a range of sentence structures and fronted adverbials to sign post to the reader.

### Survival in the Desert

All over the world there are many places that are like deserted wasteland also known as 'desert'. These environments are very hot and dry - hostile to most living things. One of many known deserts lies in Texas (United States of America) and is a challenging, challenging place for anyone to survive in. barren, with very little precipitation, any Texas desert has harsh conditions for human or any living thing to live in. Deserts are very dangerous for humans: if they were to live here - without resources needed - they will be in great danger because dehydration, the sun's rays and the heat is more than a human can endure.



Canada  
USA  
Texas

harsh  
Stagnant  
Dunes (Piles of sand)

1b: The diagram shows a cross-section of desert landscape

Heat exhalation

One of many dangers and threats to life in the Texas desert is the overwhelming heat that will most likely get you very frustrated and makes you feel like you are melting. The sun is so hot as soon as you wake up it scorches. It goes without saying the hottest part of the day is between 11am and 3pm as the sun is directly away overhead.

### Predators and poisonous animals

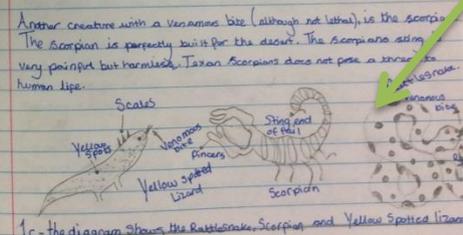
In the desert there are some deadly deadly creatures that are native and have the strength to survive the harsh conditions. Most commonly are the following:

- Yellow Spotted lizards,
- Scorpions,
- Rattlesnakes.

The most deadly of these is the Yellow Spotted lizards. They grow to approximately 10 inches in length, though there are smaller. Numerous yellow spots cover their dorsal and lateral surfaces.

Yellow Spotted lizards are pitiless; one bite and the victim will be dead within two hours.

Another creature with a venomous bite (although not lethal) is the scorpion. The scorpion is perfectly built for the desert. The scorpions sting is very painful but harmless. Texas scorpions does not pose a serious threat to human life.



Scales  
Venomous  
Pincers  
Sting end of tail  
Yellow Spotted Lizard  
Scorpion

1c: The diagram shows the Rattlesnake, Scorpion and Yellow Spotted Lizard

- Features of non fiction writing:
- Paragraphs organised around a theme, using sub headings to signpost the reader.
  - Diagrams
  - Main title to clearly tell the reader the subject of the writing.



KPIs exemplified:

In narratives, creates settings, characters and plot

Context:

In all lessons across the curriculum the children are exposed to good quality model texts. In grammar lessons they are taught grammar, punctuation and vocabulary skills. When they write they are able to apply the grammar, punctuation and vocabulary skills they have been taught to create interesting settings, characters and plots. . This is consistent and independent.

Settareh and the prince  
Not long ago, there was a young girl called Settareh. She was a young, beautiful girl, who cared and appreciated everything in the environment. Settareh was also kind-hearted, not like her step-mother and cousins. They were jealous of Settareh's beauty. Whenever she came to them, they acted very peculiar.  
Settareh lived a strange life, out on the streets. While her step-mother and cousins, slept in a cottage beside her. The village she slept on was absolutely quiet and peaceful. Settareh was only allowed in the cottage during daytime. When darkness fell she had to go straight outside with no fire at all.  
A few weeks later, Settareh received a letter from the king's palace. It said "Come to my palace for New years Celebration, I am looking for a lovely princess who will marry me." Settareh really wanted someone who loved her, the king wouldn't want to marry her, she wasn't a princess, she was just a random girl, living a strange life.  
Slowly, he started to jog. He then started to run. Very soon, Tim was sprinting in fear. His heart was beating like a drum. He was approaching a dull, callous graveyard. Still in a huge fright, he accidentally roamed into the black, abandoned graveyard without noticing. Carelessly, he tramped over the graves.  
In the distance, he spotted a light. Shivering like an earthquake, Tim decided to investigate. After a while he came up to a decadent, creepy house. His brain said no but his feet couldn't help it. He no longer had any control of his feet.  
Suddenly the door mysteriously opened and something was there. He was screaming. Something dragged him in.

The child creates intrigue by giving the reader clues about the story.

The child's writing describes the settings and characters. The child can structure their writing so that the plot flows and has a good balance of narrative and dialogue.

Description is a mixture of literal and figurative. Some use of simile, personification and metaphor.

Suspense is used the reader.



KPIs exemplified:

Proof-reads for spelling and punctuation errors

Context:

The children have been taught how to proof read their work as part of the editing process. They are given time to edit after each piece of writing that they do. This extract is taken from a piece of narrative writing that the child has done,

The Effects of an Earthquake

Firstly, the Effects of an earthquake can be very serious. You can lose your family and your friends. There will also be short terms and long terms. A long term affect is when you do something in no time like if a building fell you would not repair it straight away. A short term affect is when you panic and scream and every thing stops. A short term during a earthquake is people will be panicing. A long term affect during a earthquake is that the buildings can fall and no body

I heard the birds chirping and I could see the lush grass. The ~~sea~~ cloudless sky was a clear, clear, blue sea. I decided I wouldn't join in, so I sat on a bench. "I need the toilet, I'll be back soon!" I lied whilst patting my backpack on my back. "Well, hurry up then!" grumbled the leader. As soon as I got back, they told me to meet at the same place.

I got home and I had slept and I could hear echos in my head telling me to stop helping them, but I didn't listen. The very next day, I woke up with a confused face and I eventually got to the park, and the leader growled "Where have you been?"

Commentary:

Independently, the child has re-read their work and made changes using a green pen. These changes include spelling, punctuation and grammar.



## Writing Standards File Year 4

KPIs exemplified:

Writes from memory sentences, dictated by the teacher, that include words and punctuation taught so far.

Context:

During spelling/ grammar sessions the children are asked to write sentences dictated by the teacher. The punctuation is not dictated and the children should make decisions about this independently.

The two children kindly shared their sweets.

With the end of the race in sight, I was in front, so I was confident that the gold medal would be mine!

"Look at these empty bowls! That was ~~our~~ porridge!" Baby Bear exclaimed to Goldilocks.

a) The detective was curious when he spotted the man behaving suspiciously.

b) The ambitious girl was determined to pass her exams and get a good job.

c) The anxious mother had to wait while her son had an operation.

d) When Rebecca showed Lily her new ring, she was very envious.

Commentary:

The child can write and punctuate the sentences dictated by the teacher. The spelling and punctuation is correct. They are able to re-read their work to check that it is correct. The sentences are strategically planned to include the spelling words and punctuation that has been taught.



## Writing Standards File Year 4

KPIs exemplified:

Uses standard English forms for verb inflections instead of local spoken forms

Context:

In all writing and across the curriculum the child can use the correct verb form according to the nouns. This has been taught to them previously but they are able to independently apply and self check their choices.

Everything went back to normal, then the wind started howling and whistling like a wolf. The curtains were rippling. The floorboards were creaking and clock was ticking. Amir was worried, confused, scared and frightened. Then once again, everything went back to normal.

The pirates searched day and night for the locket. At the end of the day, it still wasn't found. It was pitch black, everyone was asleep except for the captain. The captain heard a low growling voice.

The captain walked towards the deck of the boat. The guards were lying on the floor motionless.

The child uses the correct verb ending according to whether the noun is singular or plural and this is consistent.



## Writing Standards File Year 4

KPIs exemplified:  
Uses fronted adverbials

Context:

In all writing across the curriculum, the child can use fronted adverbials as part of their sentence structure choices. They are exposed to good examples of how they are used and they make independent choices about when and how often to use them to create the desired effect. They can self check their work to ensure that the effect has been created successfully.

At that moment, everything began to shake and the pirates and their belongings began to tilt to one side. Everything was ruined. Then people started to climb onto the ship. "Ahoy there," said one of the invaders.

Fronted adverbials used and a range of time, manner, place, etc.

Fronted adverbials are always punctuated correctly, with a comma.

Slowly, he started to jog. He then started to run. Very soon, Tim was sprinting in fear. His heart was beating like a drum. He was approaching the dull, colossal graveyard. Still in his huge fright, he accidentally roamed into the black, abandoned graveyard without noticing. Carelessly, he tramped over the graves.

In the distance, he spotted a light. Shivering like an earthquake, Tim decided to investigate. After a while, he came up to a decadent, creepy house. His brain said no but his feet couldn't help it. He no longer had any control of his feet.

Suddenly, the mysterious door opened and something was there. He was screaming. Something dragged him in.



## Writing Standards File Year 4

KPIs exemplified:

Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition

Context:

In all writing across the curriculum, the child can independently decide when to use a pronoun to avoid repetition. The can self check their work to ensure it makes sense. Use of pronoun is taught during grammar lessons but not a focus of the writing lesson where the outcome is used for evidence against this KPI.

One night, a gold glider flew through the sky and crash landed in the Pacific ocean. Mr Black paper (a ~~gold~~ Golden eagle) saw it but, he thought it was a shooting star so he made a wish. He woke up Mount Tim (a rambling isle) and Mr Black paper chattered curiously, "lets see what the shooting star looks like. It would be perfect for your sealig!"  
"Ok, lets have a visit to the Pacific ocean," Mount Tim exclaimed excitedly!

Stanley asked zero to unlock the door and shut off the alarm. Once he did, Stanley slowly opened the creaky door and hopped in with zero. They shut the door behind them. Stanley ~~sighed~~ ~~of~~ was ~~relieved~~ they hadn't woken anybody up.  
Zero asked, "How do we ~~drille~~ it?"

Pronouns used to avoid repetition

Noun used to avoid ambiguity.

Commentary:

The child can independently select a pronoun to replace a proper, abstract or common noun to avoid repetition. But they also choose not to do this if they think it may cause ambiguity.



## Writing Standards File Year 4

KPIs exemplified:

Uses inverted commas and other punctuation to indicate direct speech

Context:

Punctuating dialogue is taught explicitly as necessary, but is not the focus of the lesson where the outcome is used for evidence against this KPI.

I didn't know what to do and I was frustrated and annoyed. "Why me?" I asked myself angrily. "I didn't do it!" I shouted with confidence. "H.o, where's your proof?" the cop chuckled. "Here's my proof!" I pointed to a woman. "Did I vandalise the wall?"

"C'mon Zero hurry up!" whispered Stanley. Zero hesitated and realised he had no choice. He carefully followed carefully, he followed Stanley out of the tent and into the dead of night. Tiptoeing cautiously, towards the edge of the compound; they wanted to see whether their plan would work.

"Are you ready?" asked Stanley, "It's time."

"O...k," Zero replied, taking a deep breath. He was nervous.

Zero caught sight of a half scrunched up letter. "Hey Stanley is... is that your name?" asked Zero inquisitively.

"You know Stanley's my name!" replied Stanley in slight frustration.

"Nah I mean is that your name written on this letter?" He enquired yet again. Stanley enthusiastically tore open the letter.

Commentary:

The child can consistently and perfectly punctuate dialogue. This includes:

Inverted commas and other punctuation marks correctly placed.

New speaker, new line.

Capital letter to start speech.



## Writing Standards File Year 4

KPIs exemplified:

Handwriting should be consistently joined and regular in size.

Context:

Handwriting is taught explicitly where necessary. The child's handwriting is consistent in all writing across the curriculum.

Settarah lived a strange life, out on the streets. While her step-mother and cousins, slept in a cottage beside her. The village she slept in was absolutely quiet and peaceful. Settarah was only allowed in the cottage during daytime. When darkness fell she had to go straight outside with no fuss at all.

As they approached the vehicle, they got more nervous. The locks and alarms were deactivated by using the key. Slowly, they opened the metallic door, which was very creaky, and .

The Warden (who's head of camp) told us she's adamant that digging holes is the best punishment. You wouldn't want to mess with her: she's the scariest of them all. Even the yellow spotted lizards fear her. The Warden wears home-made rattle snake venom nail varnish, which many people may find creepy.