

Year 4 writing descriptors

B	No less than 10 marks in the FLAG BOX (if less than 4 look at the Year group below)
B+	A few criteria for within complete with most/ all of the FLAG BOX.
W	RED BOLD STATEMENTS MUST BE TICKED + at least 3 more statements.
W+	BLUE BOLD STATEMENTS MUST BE TICKED + a minimum of half of the criteria for within complete (statements must be ticked under each heading)
S	Nearly all of the criteria for within complete (must be spread across different headings)
S+	All criteria for within mastered with aspects of secure plus increasingly evident in all genres of writing

FLAG BOX – suggests that children are not yet working within the year group curriculum	Autumn	Spring	Summer
Can spell words with common prefixes and suffixes (un-, dis-, mis-, -ing, -ly, -ation)			
Common homophones spelt correctly (i.e. there, their, they're)			
Phonetically plausible attempts at common tricky words (see new curriculum appendices)			
Apostrophes used correctly for contraction			
Apostrophes used correctly for singular possession			
Writing in paragraphs with some development of ideas			
Letter size, length and shape is consistent when joining writing			
Descriptive words are used but sometimes repeated			
Able to use descriptive techniques within writing (simile, metaphor)			
Corrects mistakes and makes basic improvements to their work			
Direct speech punctuation is correct (use of inverted commas)			
A small range of verbs, adverbs and nouns are used to describe (familiar ones may be used repetitively)			
Can use of the right verb tense correctly and consistently in writing			
Full stops, question marks and exclamation marks all used correctly			
Own work can be read aloud with correct intonation, tone and expression			
If a child is <u>within</u> national curriculum expectations you will see -			
Spelling			

An understanding of how a word's meaning and type can change following the addition of a prefix and suffix			
Apostrophes used accurately for contraction/omission			
Use of prefixes and suffixes accurately (ing, er, ed, sion, tion, ly, y, le, ic, ally, ture, sion, ous, cian,) (un, did, mis, in, il, im, in, ir, re, sub, inter, super, anti, auto)			
Common tricky words spelt correctly (m <u>ys</u> tery, m <u>yt</u> h, t <u>rou</u> ble, c <u>oun</u> try, s <u>che</u> me, c <u>hem</u> ist, m <u>ach</u> ine, t <u>ongu</u> e, unique, w <u>ei</u> ght, <u>e</u> ight – see spelling appendix of new national curriculum)			
Correct spelling of many of the Y3+4 spelling list words			
Common trickier homophones and near homophones nearly always spelt correctly in writing (including words like mist/missed, affect/effect, medal/meddle)			
Apostrophes used accurately for possession (singular, regular and irregular plurals)			
Accurate sentences written from memory as dictated by the teacher (words and punctuation)			
Handwriting			
Correct use of cursive joining strokes with capital letters left un-joined			
Descenders and ascenders in letters are the same length and parallel to each other.			
Letter length is consistent and appropriate.			
All smaller letters are the same size and shape.			
Writing is in neat, cursive script.			
Grammar and punctuation			
Commas used accurately in lists			
Use of different ways to describe including adverbs, noun type and verbs to add interest			
Use of fronted adverbials with correct punctuation			
Direct speech punctuated correctly (new line, new speaker, inverted commas, etc)			
Accurate use of commas to separate clauses and phrases.			
The function of different nouns types understood and used correctly (capitalisation if necessary)			
Co-ordinating conjunctions used accurately to open and join sentences (with mostly correct use of comma when used to open)			
Subordinating conjunctions used accurately to open and join sentences (with mostly correct use of comma when used to open) e.g. when, if, that, because, while, whilst, although, even though, unless, whereas, once, since, until			
A growing range of figurative language used to add interest when appropriate e.g. similes, personification			

Grammatical vocabulary explained correctly (determiner, pronoun, possessive pronoun, adverbial phrase – see grammar appendix of new national curriculum)			
Use of pronouns all secure and repetition of noun avoided. A growing awareness of the different types of pronoun and their purpose			
Different conjunctive adverbs and subordinating conjunctions are chosen to open sentences (for different purposes)			
Noun phrases expanded with descriptive and prepositional detail both before and after the noun			
Use correct verb inflections (was/were/did/done)			
Use of different sentence structures e.g. embedded clauses (My bike, which is very old, broke at the weekend) with correct comma placement.			
An attempt to use higher level punctuation accurately e.g. ellipsis ... brackets () semi colon ;			
Composition			
Work that is organised and structured correctly dependent on the text type organisational features			
Ideas ordered and developed logically (use of time connectives to link and order, chronology of writing sensible and explicit)			
Writing adapted according to purpose (clear difference between formal and informal writing through careful choice of different words and phrases)			
An ability to choose and use contextually appropriate language for different writing genres			
Own and others' work being assessed for effectiveness and improvements suggested and applied			
Very effective proof reading for spelling and grammatical errors			
A draft and write process used effectively to rehearse, write, correct and improve writing			
A plan used to carefully structure writing in order to replicate and explore a specific text type (notes used to create a range of sentences)			
Paragraphs specifically planned and used to indicate a change in time, character and setting			
Cohesive devices used to link paragraphs			
Confident reading aloud of own work with appropriate expression and intonation			
Attempts to appeal to the reader through the use of rhetorical questions (may be only personal), aside to the reader using language appropriate to text type.			

If a child is <u>secure +</u> at national curriculum expectations you will see -			
All spelling of words with prefixes, suffixes and homophones correct (see spelling appendix of national curriculum)			
Work that is structured correctly with additional evidence that the child is choosing to vary the layout for effect and impact			
Detailed contextual information provided within a structured introduction and a clear conclusion that summarises the writing			
Use of phrases to vary sentence type and add interest			
Technical words, formal connectives and contextually specific language used skilfully to formalise writing and develop an 'expert' voice			
Experimentation with the use of a range of figurative language to describe and explain			
Use of a range of conjunctive adverbs (for different purposes – add information, explain, illustrate, contrast, emphasise) in different positions within a sentence			
Use of connectives to order, justify and explore events			
Edit and improve process being used very effectively to enhance sentence and text level work			
Direct speech punctuated correctly (including comma after the reporting clause) and with a range of powerful verbs used for effect. Experimentation with interrupted speech.			
Use of a range of different sentence lengths and types for effect (e.g. short powerful sentences to create suspense)			
Different types of adverb used for different purposes in writing			
An ellipsis used for dramatic effect and hesitation			
Impersonal rhetorical questions used to engage the reader			
Use of brackets to provide additional information			