



YEAR 4 WRITING EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

Working towards expected standards means that your child is still working towards the expectations for the year group.

Working at the expected standard means that your child is confidently achieving the end of year expectations.

Working at greater depth means that your child is confidently achieving above the expectations for the year group.

Working towards expected standard for Year 4
Use some features of the chosen text type
Use appropriate vocabulary to describe character
Use appropriate vocabulary to describe setting
Some appropriate choice of pronoun or noun within and across sentences
Can use inverted commas and comma to demarcate direct speech
Use co-ordination (eg and/but/or/yet/so) correctly
Use some subordination (eg when / if / that / because/although/before/since/after) to join clauses
Spell correctly some Year 3 and 4 common exception words
Beginning to see evidence of joining handwriting
Working at expected standard for Year 4
In narratives, create settings, characters and plot
Use features of the chosen text type mostly accurately
Discuss and record ideas using a variety of planning formats
Beginning to create atmosphere by using adventurous vocabulary
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition mostly accurately
Using fronted adverbials
Starting to demarcate fronted adverbials with a comma
Can use paragraphs to organise information around a theme in most writing
Can use a range of conjunctions for subordination and coordination.
Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)
To use the correct Standard English forms for verb inflections instead of local spoken forms most of the time (eg we were instead of we was)
Can use other punctuation associated with direct speech mostly correctly (eg She shouted, "Sit down!").

Can use an apostrophe for omission and possession (both singular and plural) mostly correctly
Uses paragraphing mostly accurately.
Proof-reading for spelling and punctuation errors
Spell correctly most Year 3 and 4 common exception words within simple dictated sentences
Uses legible joined handwriting in some work
Greater depth at Year 4
In narratives, create settings, characters and plot effectively, selecting features of the chosen text type
Confidently create atmosphere by using adventurous vocabulary
Precise choice of pronouns and nouns to aid cohesion, including chains of reference (eg, he, the creature, the beast, the solitary figure – referring to same character in different ways)
Can use a range of clause structures, sometimes varying position within a sentence
Can use paragraphs to organise information around a theme using adverbials of time
Can confidently use an apostrophe for omission and possession (both singular and plural)
Legible joined handwriting is used in most work.

WHAT IS GREATER DEPTH?

In addition to the term **end of year expectations**, the term **greater depth** is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- have a secure understanding of the audience and purpose for their writing.

GREATER DEPTH IS NOT:

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an extension activity at the end of a lesson.

HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.