Year 4	Text type and date:							

Working towards the expected standard							
Begins to use taught text type features correctly							
Begins to use paragraphs to organise writing (use of headings/subheadings)							
Writes in full sentences which make sense							
Uses the present perfect form of verbs instead of the simple past							
Uses co-ordinating conjunctions (or, and, but, so)							
Uses some subordination (if, when, because, that, after, before)							
Use correctly:	capital letters							
	full stops							
	question marks							
	exclamation marks							
	commas in a list							
	apostrophe for contraction							
	apostrophe for singular possession							
Begin to use correctly:	apostrophe for plural possession							
	inverted commas for direct speech							
Spells some of the year 3 and 4 homophones and near - homophones correctly							
Spells most Y3 words and some Y4 words correctly							
Handwriting is clear and legible with some joins							

Expected standard							
Uses taught text type features correctly							
Demonstrate increasing understanding of purpose and audience							
Make interesting/suitable vocabulary choices							
Uses paragraphs to organise writing into grouped ideas around a theme							
Uses pronouns and nouns to aid cohesion and avoid repetition							
Maintains accurate and appropriate use of tense							
Correct use of Standard English verb inflections (subject-verb agreement and preposition with nouns/verbs agreement)							
Uses of fronted adverbials (to aid cohesion)							
Uses of expanded noun phrases (modifying adjectives or prepositional phrases)							
Uses a range of co-ordinating conjunctions							
Uses a range of subordinating conjunctions							
Use correctly:	Punctuation listed above	CL FS ? ! , '(C) '(P)	CL FS ? ! , '(C) '(P)	CL FS ? ! , '(C) '(P)	CL FS ? ! , '(C) '(P)	CL FS ? ! , '(C) '(P)	CL FS ? ! , '(C) '(P)
	Comma following a fronted adverbial						
	All punctuation for direct speech						
	Apostrophe for plural possession						
Spells most of the 'further' homophones correctly							
Spells most of the Y3 and Y4 words correctly							
Handwriting is clear, legible and joined consistently							

Greater depth within the expected standard							
In narratives, can consciously create a mood/atmosphere							
Varies sentence length/structure for effect							
Uses reading as models for own writing							
Consciously select suitable vocabulary from a thesaurus							
Organises paragraphs in to a logical order							