# Bearwood Primary School
## Year 4 – End of Year Expectations
## WRITING

*Evidence must come from a range of genre:*

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| **COMPOSITION and EFFECT** | Develop detail of characters, settings and plot in narratives |
| | Suggest improvements to grammar and vocabulary to improve consistency |
| | Awareness of purpose through the selection of relevant content and an attempt to interest the reader |
| | Use features of writing appropriate to task |
| | Express a viewpoint when writing in role |
| | Add detail or description of events or ideas expanded through vocabulary *(e.g. simple adjectives, adverbs)* or explanations |
| | Select vocabulary for appropriateness to text or effect |
| **SENTENCE STRUCTURE and PUNCTUIATION** | Use an age-appropriate dictionary to check a spelling |
| | Build sentences with varied vocabulary and structures |
| | Proofread own work for spelling and punctuation errors |
| | Use expanded noun phrases *(e.g. the strict Maths teacher with curly hair)* |
| | Use fronted adverbials with commas *(e.g. Later that day, I heard the bad news)* |
| | Understand the difference between plural and possessive '-s' |
| | Use apostrophes to mark singular and plural possession *(e.g. the girl's name, the girls' name)* |
| | Use inverted commas and other punctuation to indicate direct speech *(e.g. The conductor shouted, "Sit down!")* |
| | Recognise and use standard English verb inflections *(e.g. we were instead of we was, I did instead of I done)* |
| | Avoid repetition through the use of pronouns |
| | Use a consistent and appropriate tense choice |
| **TEXT STRUCTURE / ORGANISATION** | Adopt the features of existing texts to shape own writing |
| | Use paragraphs to organise ideas around a theme |
| | Choose appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition |
| | Include an introduction and ending |
| | Sequence ideas logically |
| | Link ideas or events within sections |