# Year 4- WARE 🡪 AARE

# Working Towards the Expected Standard:

|  |  |  |
| --- | --- | --- |
| **Pupil(s) are beginning to meet the following aims with support:** | |  |
| To use a consistent and appropriate structure in non-fiction texts (including  genre-specific layout devices). | |  |
| To write narratives with a clear beginning, middle and end with a clear plot. | |  |
| To proofread and amend their own and others’ writing with growing confidence. | |  |
| To create more detailed settings, characters and plot in narratives. | |  |
| To organise their writing into paragraphs around a theme. | |  |
| To use the full range of punctuation from previous year groups: | Full stops |  |
| Capital letters |  |
| Question marks |  |
| Commas in a list |  |
| Inverted commas at the beginning and end of speech |  |
| Apostrophes for singular possession confidently. |  |
| To expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. | |  |
| To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. | |  |
| To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial. | |  |
| To spell many of the Year 3 and 4 statutory spelling words correctly. | |  |
| To use a joined handwriting style with letters of the correct size. | |  |

**Working at the Expected Standard:**

|  |  |  |
| --- | --- | --- |
| **Pupil(s) are beginning to independently apply their knowledge:** | |  |
| To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). | |  |
| To proofread confidently and amend their own and others’ writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. | |  |
| To use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’. | |  |
| To use the full range of punctuation from previous year groups. | Commas after fronted adverbials |  |
| Exclamation marks |  |
| Commas and full stops used correctly within speech |  |
| Apostrophes for plural possession |  |
| To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. | |  |
| To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. | |  |
| To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. | |  |
| To spell homophones correctly, e.g. which and witch. | |  |
| To spell all of the Year 3 and 4 statutory spelling words correctly. | |  |
| To consistently use a neat, joined handwriting style. | |  |

**Year 4- AARE 🡪 SARE**

**Working at the Expected Standard:**

|  |  |  |
| --- | --- | --- |
| **Pupil(s) are beginning to independently apply their knowledge:** | |  |
| To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). | |  |
| To proofread confidently and amend their own and others’ writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense. | |  |
| To use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’. | |  |
| To use the full range of punctuation from previous year groups. | Commas after fronted adverbials |  |
| Exclamation marks |  |
| Commas and full stops used correctly within speech |  |
| Apostrophes for plural possession |  |
| To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. | |  |
| To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. | |  |
| To spell all words with suffixes correctly, e.g. usually, poisonous, adoration. | |  |
| To spell homophones correctly, e.g. which and witch. | |  |
| To spell all of the Year 3 and 4 statutory spelling words correctly. | |  |
| To consistently use a neat, joined handwriting style. | |  |

**Working at Greater Depth within the Expected Standard:**

|  |  |
| --- | --- |
| **Pupil(s) are beginning to independently apply their knowledge:** | |
| To write a range of narratives that are well-structured and well-paced. |  |
| To write a range of non-fiction texts that are well-structured with appropriate  layout devices. |  |
| To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere. |  |
| To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader. |  |
| To always maintain an accurate tense throughout a piece of writing. |  |
| To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. |  |
| To use their knowledge of word families to help with their spelling. |  |