

## Writing Milestones Year 4

Expected Standar	d at th	ne End	of Year 4				
Genre/ Text							
Genie, Text							
Purpose & Impact							
Write whole texts that are interesting, engaging and thoughtful							
Ideas are developed in detail (e.g. stories: in-depth							
description, non-fiction: anecdotes, facts and							
reflections)							
Point of view maintained throughout the work							
Produce texts which are appropriate to reader and purpose							
Include all the features of a genre/ text type							
appropriately and consistently							
Create narratives that create intrigue (e.g. suspense,				 			
cliff hangers) or non-fiction that is more							
complicated (e.g. contrasting ideas, opinions)							
Structure and Shape Organise and present whole texts effectively that sequence and st	ructuro i	oformat	ion				
Structure and organise writing with a clear		njorniu					
beginning, middle and end							
Write sentences that are developed from previous							
sentences to form groups of connected/ related							
ideas							
Start a new paragraph to organize ideas around a							
theme							
Construct a cohesive piece with logical links/ breaks	<u> </u>				<u> </u>	<u> </u>	<u> </u>
Use appropriate choice of pronoun or noun within							
and across sentences to aid cohesion and avoid							
repetition							
Openings signalled in narrative and non-fiction with							
content to capture reader's interest							
Closings signalled in narrative that is dramatic or link							
back to opening and in non-fiction is strong/ draw							
conclusions							
Sentence Structure					I		
Vary sentences for clarity, purpose and effect							
Ask rhetorical questions to heighten reader							
engagement e.g. Can we honestly believe?							
Use more complicated noun phrases (expanded by							
modifying adjectives, nouns and preposition							
phrases) e.g. The strict geography teacher with the							
slick, black hair							
Shery Mater Hull	L	l		L	l	I	I



## Writing Milestones Year 4

Tense							
	<u>г г</u>	 T		r			
Use standard English verb inflections e.g. 'we							
were', 'I did' (instead of local spoken forms such							
as 'we was…', 'I done…'							
Conjunctions/ Complex Sentences							
Use a widening range of conjunctions e.g. while, so,							
although							
Use more complicated noun phrases that set up							
contrast or relationships e.g. despite, nevertheless,							
consequently							
Writerly Techniques	<del></del>	 					
Deploy poetic style to engage the reader							
Use the word 'as' to build a simile e.g. the train was							
as slow as a hearse							
Use metaphor to create vivid images in the reader's							
mind							
Vocabulary			I	I	1	I	l
Select appropriate and effective vocabulary							
Make language choices that are interesting and							
varied							
Use some 'orange' ambitious vocabulary (see							
orange Writing Progress Plan)							
Adverbs/ adverbial phrases	<del>, ,</del>	 - 1	r	1		r	
Use 'where' adverbial phrases in fronted position in							
sentences e.g. At the seaside, Janice fed the seagulls							
Use how 'ly' adverbs and 'ing' adverbials in fronted							
position in sentences e.g. Rushing against the clock,							
Jack knew it would be difficult							
Punctuation							
Write with technical accuracy of punctuation							
white with teenheur accuracy of punctuation		 					
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## Writing Milestones Year 4

Handwriting					
Show consistency in style ensuring that down					
strokes of letters are parallel and equidistant					
Avoid ascenders and descenders touching each					
other from one line to the next					
TOTAL:					

Pre Key-Stage:	Working Towards the	Expected Standard:	Greater Depth (Light	Greater Depth
0-3 Marks	expected standard:	10-14 Marks	Blue):	(Dark Blue):
	4-9 Marks		15-21 Marks	22+ Marks

Terminology for Pupils					
Determiner					
Pronoun					
Possessive Pronoun					
Adverbial					