

Writing Non-negotiables Y4

Focus	Action		
<b>Working towards</b>	Use noun phrases appropriately.		
	Create interest through the use of appropriate word choices and descriptive phrases.		
	Use a range of adverbs e.g. before, next, soon, later, firstly and prepositions		
	Use a mixture of simple and compound sentences		
	Write complex sentences by using a range of conjunctions accurately		
	I can use the present perfect form of verbs e.g. He has gone out to play.		
	I can use commas in lists		
	I can show direct speech with inverted commas		
	I can use apostrophes for contractions consistently e.g. won't, shouldn't		
	Spell some words from the Y3/4 spelling list.		
<b>Working at the expected level</b>	Write for a range of purposes.		
	Use paragraphs.		
	In Narratives, describe settings and characters.		
	Use capital letters, full stops, question marks, commas for lists and apostrophes mostly correctly.		
	In Non-narrative writing, use simple devices to structure writing (headings, subheadings, bullet points).		
	Use noun phrases expanded by modifying adjectives e.g. "Tom was fairly scared as he entered the forest"		
	Use fronted adverbials for effect e.g. Later that morning...		
	Use figurative devices such as similes and hyperbole e.g. The branches stretched out like witch's fingers. He was so tired he slept for days!		
	Use an appropriate variety of simple, compound and complex sentences		
	Use a wider range of connectives to extend the range of complex sentences e.g. although, while, however		
	Control tense, including the perfect.		
	Use commas after fronted adverbials e.g. Later during that day, After pouring the milk into the jug,		
	Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech		
	Use apostrophes to indicate plural possession e.g. the children's playground.		
	Spell most words from the Y3/4 spelling list.		
Write legibly.			

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<b>Working at greater depth</b>	Integrate dialogue in narratives to convey character and advance the action		
	Use expanded noun phrases across writing to convey complicated information concisely		
	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)		
	Use modal verbs to suggest degrees of possibility		
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs		
	Spell correctly words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary		
	Maintain legibility in joined handwriting when writing at speed		