

Year 4 Writing Knowledge Organiser – Autumn Term

	Working Towards	Expected Standard	Greater Depth
Composition	With support, write for some purposes Write simple, coherent narratives that contain some elements of setting, character and a simple plot, drawn from a known story, although attempts may be disjointed	Write for a range of purposes, selecting many taught y3 language features appropriately (e.g. time conjunctions/time adverbials in narrative, prepositions of place in instructions), and beginning to select some y4 taught language features, (e.g. expanded noun phrases in descriptive writing, fronted adverbials in non-fiction, first person in autobiography), although these attempts may be insecure In narratives, create settings, characters and plots, using descriptive language Organise paragraphs around a theme, with series of sentences and demarcated paragraphs, although some attempts may remain disjointed In some non-narrative material, begin to experiment with some simple taught organisational devices (e.g. engaging headings/sub-headings and labelled diagrams)	Write for different purposes, selecting from a range of taught language features appropriately (e.g. expanded noun phrases in descriptive writing, fronted adverbials in non-fiction, first person in autobiography) In narratives, describe, and begin to create, settings, characters and coherent plots using descriptive and emotive language, elaborating on ideas from their wider reading Organise paragraphs around a theme, with series of coherent sentences and demarcated paragraphs In non-narrative material, use simple organisational devices (e.g. engaging headings/sub-headings and labelled diagrams)
Punctuation	Use many of the KS1 punctuation marks correctly, and begin to use some of the punctuation taught in year 3 correctly: - Full-stops and capital letters [KS1] - Question marks when required [KS1] - Exclamation marks when required [KS1] - Commas to separate items in lists [KS1] - Inverted commas [y3/4]	Use the full range of punctuation taught in KS1 and y3 mostly correctly, and use y4 punctuation taught so far with some success: - Full-stops and capital letters [KS1] - Question marks when required [KS1] - Exclamation marks when required [KS1] - Commas to separate items in lists [KS1] - Apostrophes for possession (singular [KS1] and plural [y4]) and contraction [KS1] - Commas after fronted adverbials [y4] - Inverted commas and other speech punctuation (including comma/?/! before the closing inverted comma and a capital letter to begin dialogue) [y3 & y4]	Use the full range of punctuation taught at KS1 and lower KS2 so far mostly correctly: - Full-stops and capital letters [KS1] - Question marks when required [KS1] - Exclamation marks when required [KS1] - Commas to separate items in lists [KS1] - Apostrophes for possession (singular [KS1] and plural [y4]) and contraction [KS1] - Commas after fronted adverbials [y4] - Inverted commas and other speech punctuation (including comma/?/! before the closing inverted comma and a capital letter to begin dialogue) [y3 & y4]
Grammar	Use co-ordination (e.g. or / and / but) and subordination (e.g. when / if / that / because) to join clauses Use present and past tense mostly correctly and consistently and use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, before, after, while, so, because, if, although), although some attempts may be insecure Use the present and simple past forms of verbs correctly throughout writing, and use the present perfect form of verbs in contrast to the past tense, with increasing success (e.g. He has gone out to play contrasted with He went out to play)	Begin to use a wider range of subordinating conjunctions (e.g. when, if, because, although, while, whereas, while, after), varying the position of them accordingly Use the present and past forms of verbs consistently and correctly across the curriculum, including both the present perfect form of verbs (e.g. she has written; I have worked] and Standard English forms for verbs
Spelling	Spell most y1/2 common exception words	Spell correctly approximately half of the words from the y3/4 spelling list (Spelling Appendix 1), and use a dictionary to check the spelling of uncommon or more ambitious vocabulary with increasing success	Spell correctly most words from the y3/4 spelling list (Spelling Appendix 1) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Handwriting	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters; begin to evidence increased consistency of size and formation	Write legibly, joining most letters appropriately using required diagonal and horizontal strokes	Write increasingly legibly, fluently and with increasing speed, usually with joined-up handwriting

