**WRITING PROGRESS TRACKER**

**YEAR 4 TARGETS 2022-23**

**Working at the expected standard**

Year 4 writers working at the expected standard use and apply the end of year expectations across the curriculum. Narratives are clearly structured with characters, settings and plots well-defined and developed, moving beyond a simple three-part structure of beginning, middle and end. Events are moved forward by the use of action, description and dialogue. Non-narrative text-type features taught so far are chosen for the appropriate purpose and applied consciously in all curriculum areas. Paragraphs are well-organised and often have a clear topic sentence to guide the reader through the text. A Year 4 writer can write a clear explanation using the language of cause and effect and making links from one paragraph to the next. They can also use persuasive devices and language to direct a reader to one point of view. Purpose and audience is always made clear and writing engages and has impact on the reader. Sentences show added detail with effective use of expanded noun phrases and more than one clause. Fronted adverbials, marked by commas, are used effectively to indicate changes in time and place and to vary sentence and paragraph openers. Pronouns and nouns are used to ensure clarity and avoid ambiguity. Oral rehearsal ensures that Standard English is used. The punctuation of dialogue is secure, including commas after reporting clauses. Spelling features taught are used accurately and spelling strategies are applied to spell an increasing range of unfamiliar words. Editing is undertaken more independently, with increasing understanding of editing to increase impact on the reader. Checks for accuracy and spellings are undertaken during proof-reading.

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|  |  | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** |
| 1 | I can write a clearly-structured narrative, with developed characters and settings, which moves beyond a simple three-part structure of beginning, middle and end. |  |  |  |  |  |  |
| 2 | I include action, description and dialogue in my narrative writing to move on the events. |  |  |  |  |  |  |
| 3 | I show awareness of the audience and purpose when writing non-narrative text types by consciously selecting the most appropriate features. |  |  |  |  |  |  |
| 4 | I can plan by writing down ideas, vocabulary and key language, then selecting the best for my writing. |  |  |  |  |  |  |
| 5 | I edit my writing to improve its impact on the reader and also proofread to correct errors in spelling and punctuation. I do this independently, for example using a dictionary and other classroom resources, as well as in response to feedback. |  |  |  |  |  |  |
| 6 | I use verb tenses correctly and read my work aloud to ensure that Standard English is used. |  |  |  |  |  |  |
| 7 | I can use effective fronted adverbials, marked by commas, to indicate changes in time and place and to vary sentence and paragraph openers. |  |  |  |  |  |  |
| 8 | I can add detail to my sentences using effective expanded noun phrases and more than one clause. |  |  |  |  |  |  |
| 9 | I can write a clear explanation using the language of cause and effect. |  |  |  |  |  |  |
| 10 | I can direct the reader to one point of view by using persuasive devices such as rhetorical questions, direct address and emotive language. |  |  |  |  |  |  |
| 11 | I can organise my writing into clear paragraphs, often with a topic sentence to guide the reader through the text. |  |  |  |  |  |  |
| 12 | I can choose nouns or pronouns to avoid repetition. |  |  |  |  |  |  |
| 13 | I can correctly punctuate direct speech including a comma after the reporting clause, punctuation within inverted commas and new speaker, new line. |  |  |  |  |  |  |

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| 14 | 1. I can use apostrophes for possession:
2. singular (e.g. “*the girl’s name”*)
3. plural (e.g.*“the girls’ names”).*
 |  |  |  |  |  |  |
| 15 | I can use expanded noun phrases to add details which enhance my description, e.g. ‘*the strict French teacher with curly hair’*. |  |  |  |  |  |  |
| 16 | I can independently select words which are appropriate for the task and use them accurately. |  |  |  |  |  |  |
| 17 | My handwriting is legible and consistent in size. My letters are joined appropriately. |  |  |  |  |  |  |
| 18 | I use the spelling features and strategies I have been taught to spell an increasing range of unfamiliar words. |  |  |  |  |  |  |

**Working at greater depth**

Year 4 writers working at greater depth demonstrate good awareness of the audience for their writing and choose vocabulary and structures for their purpose and to engage and impact on their identified reader. Word choices are well-considered and may be used to build a description, an event, tension or emotion. Technical vocabulary is used purposefully in non-narrative writing. Writing demonstrates an unconscious understanding of the use of formal and informal language dependent on the purpose and audience. Different sentence types and varied word order are used to create specific effects. Paragraphing is clear and ideas are developing and linked to guide the reader through the text. Writing usually has a clear voice which is sustained through both shorter and more extended texts. Clear links with reading are made with writers using models from their reading to construct sentences and paragraphs and the editing process draws explicitly on this.

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