

Year 4 Expectation / Standard 4

Standard 4 is the expectation for mainstream primary children **by the end of Year 4** and some may be working within Standard 5.

Essential entry level to Standard 4 (Year 3 Expectation Progress Descriptor): Can produce a side or more of A4 writing that is clear and coherent with strong features (80% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. This should be a first draft written (unsupported) in one sitting and edits should be child-initiated.

Listed in an approximate hierarchy:

1	Can write in a lively and coherent style.	
2	Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If any other genre, it can be as pupils will already know those three.	
3	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').	
4	Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).	
5	Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.	
6	Can write neatly, legibly and accurately, usually maintaining a joined style.	
7	Can use more sophisticated connectives, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).	
8	Can use links to show time and cause.	
9	Can open sentences in a wide range of ways for interest and impact.	
10	Can use paragraphs although may not always be accurate.	
11	Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).	
12	Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...' ; subordinate clauses – 'I felt better when...').	
13	Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.	
14	Can use nouns, pronouns and tenses accurately and consistently throughout.	
15	Can use apostrophes and / or inverted commas, mainly accurately (If direct speech is not appropriate to the task, apostrophes alone can score the tick).	
16	Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.	
17	Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera).	
18	Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...').	
19	Can develop ideas in creative and interesting ways.	

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

E = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point

Assessment: 4-E = 6 - 9 | **4-S** = 10 - 15 | **4-A** = 16 - 19 | **4-AP** = 17 - 19.

If entry to Year 5 is not met, then the judgment is 4-A.