

<p style="text-align: center;">Ellingham C of E Primary School Year 4 Assessment Expectations Writing</p>		
End of Term 1	End of Term 2	End of Term 3
I can use fronted adverbials to add clarity.	I use powerful verbs to show character or add impact.	I use a variety of sentence types including: simple, compound and complex.
I can use expanded noun phrases to convey complicated information concisely.	I use conjunctions, adverbs and prepositions to express time and cause.	I check I have been consistent in my use of language associated with first, second and third person.
At times, I consciously use short sentences to speed up action sequences.	I know which words are acceptably abbreviated in everyday writing, e.g. Mr, Dr.	I can use semi colons.
I can use a comma after a fronted adverbial.	I can use commas to separate phrases or clauses within sentences.	I always use a comma after a fronted adverbial.
I can use bullet points.	I can use hyphens to avoid ambiguity.	I am beginning to use brackets, dashes or commas to indicate parenthesis.
I can use a colon to introduce a list.	I can edit writing according to audience, adding or removing parts as necessary.	I follow punctuation rules for speech including a comma after the reporting clause.
I can write paragraphs that give the reader a sense of clarity.	I choose the most appropriate style of writing to suit the needs of the situation, e.g. poem, list, report etc.	I can write a five part story.
I use simple adverbials to start sentences.	I can choose appropriate text formats and language for non-fiction.	My ideas are often organised into a planned, coherent series of paragraphs.
	I am beginning to use modal verbs or adverbs to indicate degrees of possibility.	I can independently plan and write common non-fiction text types.
	I can create vivid images by using alliteration, similes, metaphor and personification.	I can set out a series of points in such a way as to persuade the reader of a point of view.
I use speech more confidently to add extra character information.	I can note, develop and research ideas.	In my argument writing, I include evidence from both sides and form some conclusions.
I can summarise and add supporting ideas and arguments to my written work.	I can edit writing according to audience, adding or removing parts as necessary.	I can use vocabulary and structures that are appropriate for formal speech and writing.
I am comfortable using a thesaurus to help expand my written vocabulary.	I am beginning to inter weave descriptions of characters, settings and atmosphere with dialogue.	When needed, my writing will contain aspects of humour and suspense.
My handwriting style is appropriate to the task.	My handwriting is fluent, legible with a personal style.	My handwriting is fluent and consistent, with a personal style.

Sentence Structure
Punctuation
Text Structure and Organisation
Composition and Effect
Handwriting