



Leamington Primary Writing Moderation Sheets

Year 4



Working at the expected standard:	
Composition	
Organise paragraphs around a theme:	
Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	
In narratives, create settings, characters and plot.	
In non-narrative material, use simple organisational devices.	
Handwriting	
Use the diagonal and horizontal strokes that are needed to join letters.	
Understand which letters, when adjacent to one another, are best left unjoined by consistently leaving them unjoined.	
Increase the legibility, consistency and quality of their handwriting.	
Spelling	
Use further prefixes and suffixes and understand how to add them.	
Spell further homophones.	
Spell words that are often misspelt (English Appendix 1).	
Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.	
Write simple sentences, dictated by the teacher, that include words and punctuation taught.	
Vocabulary, Grammar and Punctuation	
Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	
Use the present perfect form of verbs in contrast to the past tense.	
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	
Use conjunctions, adverbs and prepositions to express time and cause, using fronted adverbials consistently.	
Use commas after fronted adverbial.	
Indicate possession by using the possessive apostrophe with plural nouns consistently.	
Use and punctuating direct speech consistently.	

Working at greater depth within the expected standard:

I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.

I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's

I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammar.

I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience.

I can edit my work by changing the grammar to improve the way my work reads.

I can explain the difference between the plural and the possessive -s.