

Year 4

Writing Teacher Assessment Framework

Working Towards the Expected Standard

Pupil(s) are beginning to meet the following aims with support:	
To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).	
To write narratives with a clear beginning, middle and end with a clear plot.	
To proofread and amend their own and others' writing with growing confidence.	
To create more detailed settings, characters and plot in narratives.	
To organise their writing into paragraphs around a theme.	
To maintain accurate tense throughout a piece of writing.	
To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	
To use the full range of punctuation from previous year groups.	
To use inverted commas at the beginning and end of direct speech.	
To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.	
To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	
To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	
To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.	
To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	
To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.	
To spell homophones correctly, e.g. which and witch.	
To spell many of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style consistently.	

To note:

- Each TAF has been created to link explicitly to the expectations set out in the 2014 English National Curriculum for Writing.
- Statements have been set out in colour-coded boxes: pink for composition; green for grammar and punctuation and blue for transcription.
- All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, the criteria for Working Towards for one year group is **not** the same as the criteria for Working at Greater Depth in the previous year group.

