



ST. JOHN BOSCO RC PRIMARY SCHOOL

Writing KPI's

Year Group:

4

	Autumn Term		Spring Term		Summer Term	
	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half
Fiction	<ul style="list-style-type: none"> Plan and write their own version of a familiar story with a focus on varied and rich vocabulary Include descriptive and expanded noun phrases to evoke setting and make it more vivid use of varied and rich vocabulary drawn from reading Begin to use fronted adverbials Use inverted commas accurately to punctuate direct speech Being to use sentences with more than one clause Spell some words from year 3/4 correctly and spell words in contracted form correctly Consistently use joined writing 	<ul style="list-style-type: none"> Plan and write a complete story by identifying stages in the telling: introduction, build-up, climax or conflict, resolution Organise into paragraphs around a theme and for different sections of a story Include descriptive and expanded noun phrases to evoke setting and make it more vivid Use of varied and rich vocabulary drawn from reading Begin to use fronted adverbials Use inverted commas accurately to punctuate direct speech Being to use sentences with more than one clause Spell some words from year 3/4 correctly and spell words in contracted form correctly Consistently use joined writing 	<ul style="list-style-type: none"> Plan a complete story focussed on organisational devices Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately Confidently use fronted adverbials using a comma after the fronted adverbial Begin to use relative clauses Develop the use of sentences with more than one clause 	<ul style="list-style-type: none"> Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately Confidently use fronted adverbials using a comma after the fronted adverbial Begin to use relative clauses Develop the use of sentences with more than one clause 	<ul style="list-style-type: none"> In narratives, write in role and describe settings and characters using “show not tell” techniques Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) use fronted adverbials including the correct use of a comma Develop the use of sentences with more than one clause by using a wider range of conjunctions Effectively use conjunctions, adverbs, prepositions to express time, cause and place Spell correctly most words from the year 3/4 spelling list Use joined up writing throughout all independent writing Make simple additions, revisions and proof-reading corrections to their own writing 	
GDS	<ul style="list-style-type: none"> Adapt or maintain writing in the 1st and 3rd person 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader Adapt or maintain writing in the 1st and 3rd person 	<ul style="list-style-type: none"> Write effectively for the purpose and audience, selecting language that shows good awareness of the reader Adapt style of writing based on a change to audience and form Use a range of descriptive techniques to manage changes in mood and atmosphere 	<ul style="list-style-type: none"> Consistently use a range of conjunctions to support cohesion use a range of precise vocabulary Consistently produce legible joined handwriting Evaluate and re-draft own writing, proposing changes to grammar and vocabulary 	<ul style="list-style-type: none"> Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood Consistently use dialogue sparingly so that it effectively adds detail to the writing and supports characterisation Consistently use a range of conjunctions to support cohesion use a range of precise vocabulary Consistently produce legible joined handwriting Evaluate and re-draft own writing, proposing changes to grammar and vocabulary 	



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Non-Fiction	<ul style="list-style-type: none"> ▪ Write a recount in the 1st person with a clear audience and form ▪ Begin to use fronted adverbials ▪ Use inverted commas accurately to punctuate direct speech ▪ Being to use sentences with more than one clause ▪ Spell some words from year 3/4 correctly and spell words in contracted form correctly ▪ Consistently use joined writing 	<ul style="list-style-type: none"> ▪ In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices, e.g. puns, alliteration, invented words ▪ Begin to use fronted adverbials ▪ Use inverted commas accurately to punctuate direct speech ▪ Being to use sentences with more than one clause ▪ Spell some words from year 3/4 correctly and spell words in contracted form correctly ▪ Consistently use joined writing 	<ul style="list-style-type: none"> ▪ Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience ▪ Use present, past, progressive and perfect tense verb forms mostly accurately ▪ Use pronouns and nouns to aid cohesion and avoid repetition ▪ Confidently use fronted adverbials using a comma after the fronted adverbial ▪ Begin to use relative clauses ▪ Develop the use of sentences with more than one clause 	<ul style="list-style-type: none"> ▪ Write a report with a clear audience and specific form ▪ Use present, past, progressive and perfect tense verb forms mostly accurately ▪ Use pronouns and nouns to aid cohesion and avoid repetition ▪ Confidently use fronted adverbials using a comma after the fronted adverbial ▪ Begin to use relative clauses ▪ Develop the use of sentences with more than one clause 	<ul style="list-style-type: none"> ▪ Write a recount in the form of a newspaper report ▪ Use a range of devices to structure the writing and support the reader based on the form and purpose ▪ In narratives, write in role and describe settings and characters using “show not tell” techniques ▪ Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) ▪ use fronted adverbials including the correct use of a comma ▪ Develop the use of sentences with more than one clause by using a wider range of conjunctions ▪ Effectively use conjunctions, adverbs, prepositions to express time, cause and place ▪ Spell correctly most words from the year 3/4 spelling list ▪ Use joined up writing throughout all independent writing ▪ Make simple additions, revisions and proof-reading corrections to their own writing 	<ul style="list-style-type: none"> ▪ Write a comparative report based on their own notes taken from several sources ▪ Use a range of devices to structure the writing and support the reader based on the form and purpose ▪ In narratives, write in role and describe settings and characters using “show not tell” techniques ▪ Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) ▪ use fronted adverbials including the correct use of a comma ▪ Develop the use of sentences with more than one clause by using a wider range of conjunctions ▪ Effectively use conjunctions, adverbs, prepositions to express time, cause and place ▪ Spell correctly most words from the year 3/4 spelling list ▪ Use joined up writing throughout all independent writing ▪ Make simple additions, revisions and proof-reading corrections to their own writing



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	<ul style="list-style-type: none"> Select form of writing and make vocabulary and grammar choice based on audience 		<ul style="list-style-type: none"> Independently choose to use a range of organisational and cohesive devices to help structure texts Use a range of conjunctions to support cohesion within writing Adapt style of writing based on a change to audience and form Explore and manage the shifts between past and present tense appropriately within information texts 	<ul style="list-style-type: none"> Independently choose to use a range of organisational and cohesive devices to help structure texts Use a range of conjunctions to support cohesion within writing Adapt style of writing based on a change to audience and form Explore and manage the shifts between past and present tense appropriately within information texts 	<ul style="list-style-type: none"> Consistently use a range of conjunctions to support cohesion use a range of precise vocabulary Consistently produce legible joined handwriting Evaluate and re-draft own writing, proposing changes to grammar and vocabulary 		