



Writing exemplification: Year 4

This document has samples of writing for Year 4 to show the **expected standard for the end of the year.**

There is a wide range within the expected standard so there are a few examples of different genres for each year group to demonstrate this.

Some children will be working towards their current year group expectations, others working within the expected level and some may even be exceeding the level expected.

Also included in this document are the pupil 'I can' statements used in Years 1,3,4 & 5 by teachers to assess children's attainment and to set targets.

You can find more information on the English curriculum at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Year 4 Expected

Recount

Wednesday 22nd June 2016

I. To write a recount of our trip to Harry Potter Studios

I arrived at school and Mrs Hindle took the register and told us some rules ^{how} to behave. The coach, which should have arrived at 9:05 finally appeared. As I was so excited when the coach appeared to go to Harry Potter world. We drove off and me and Izabella were played I-spy. The coach ^{was} really hot which made the journey a little bit uncomfortable.

Finally, we arrived, we got off the hot coach and cars to this place with tables were we put on some people brackets. Eventually, we entered to the great hall where we got our passports we had to find Snitches and put stamps in them. We went into the first room where the lady told us what to expect. We stepped into the cinema. I watched the history of Harry Potter. Then Rory opened the door of the great hall.

A lady told us some fact about the clothes and we walked to other rooms, we were looking for the snitches. My favourite part was making the pictures on the broomsticks, we had to pose first look in the camera and then look up. All of the class were desperate to find all of the Snitches. After that, we went to this train that was it the movies we went inside it and found the room Harry Potter was in. After that, we went to lunch.

At lunch, I was sitting outside with the others. ~~X~~ it was delicious. Later we went to Harry

Potter's house, we saw all of the letters and his bedroom. Then we went on a three decar bus the first floor had beds and one sofa. The second floor and third floor weren't build built yet but I think it's going to be awesome. We went to a slanted ~~brig~~ bridge and after to this place with creatures were we saw all of the p-masks of the elves, I saw an electric bird and book. We went to the mode of Hogwarts castle were we found the last Snitch.

Diary entry

LO: To write a diary entry

	Me	Friend	CT
Writing target	✓	✓	✓
Date, location and 'Dear Diary.'	✓	✓	✓
Key vocabulary (gladiator, arena, battle, Colosseum, event, fight, Ludi, sword)	✓	✓	✓
Powerful adjectives and adverbs (vicious, brutally, violently, with speed)	✓	✓	✓
Powerful verbs (catapult, slaughter, ashamed, thrust, lunge, stab, shove)	✓	✓	✓
Emotions (Terrified yet brave, exhausted, defeated, triumphant, agony, ashamed)	✓	✓	✓
	✓	✓	✓
	✓	✓	✓
	✓	✓	✓
Embedded clauses (Stomping towards the blood thirsty arena, <u>with venom in my eyes</u> , I took my last deep breath.)			✓
Long and short sentences (Emotionless, I stood frozen)	✓	✓	✓

XXI.VI. ~~PAM~~ ADLX

Dear Diary,

entry Will I be able to write another diary tommorow? I'm still tired from training yesterday and I want to have some nice breakfast but instead I have barley porridge! NOW while I'm eating disgusting porridge also I can smell other smelly gladiators in the changing rooms. The Smells ^{was} ~~it smell~~ like a dead SKUNK that has been ~~that~~ left there to rot for 10 years!

Magnificent T2 ONCE I WAS changed, I got on to my blue, black & gold charriot. AS I entered the Colosseum, everyone was cheering my name. "Gladiator!!!!" Then my opponent caught my eye. Julius Cesar! Then my emotions completely changed I went from mighty and brave to Scared and afraid. Julius Cesar looked at me ^{with evil in his eyes} and told me to come over to him and fight like a warrior. TS

Short historical narrative

Oliver emerged through the huge archway. He saw a sign that read: London, Clerkenwell. Also, he saw cobbled streets which were dirty, damp and dusty. Scanning his surroundings, Oliver heard horses trotting and neighing across across the narrow streets, the noise was like a marketplace. Soon after, Twist also saw lots of grumpy, miserable and derelict (poor) people in a crowd.

Aggressively, a young-looking boy nudged him. Oliver stumbled, nearly hurting himself scally badly. This poor boy, who was wearing a black top hat and purple robe, said smirking, "Ello, I'm

Dodger & Artful Dodger! Come on chap! Get up on your feet, let's meet my family."

Oliver and the Artful Dodger strolled on the street to Dodger's house.

They came to Dodger's house. The handle was covered in dust, dust and grime. As they opened it carefully an unexpected monster-like person came to the door. In his croaky voice and deep voice he said, "Hello, my name is Fagin." He had a bald patch on his head but everywhere else covered in hair, Fagin had a stubby beard, a wrinkly face, a pointy nose, also he had lots of moles. Big moles. The biggest moles you have ever seen.

Writing from a character's point of view

When I woke up this morning I was so excited
the that I ^{felt like} was going burst into ~~eyes~~ to start
of we went to the bus station, the bus that we got
was so huge, and it was rose red and I couldn't
S decide on ^{not which} which seat to sit on. It was really
bumpy, it was so bumpy that I ~~couldn't~~ ^{couldn't} stop ~~jumping~~ ^{jumping}
up and down. Eventually we arrived, when I stepped out
I ~~saw~~ I was fulfilled with joy! ~~so~~ the seaside was
cold and a bit blustery but that couldn't stop me
from being ^{as cheerful} excited and the ~~gunfire~~ was so massive
and it was as colourful as a rainbow, even my
granparents were excited. Wonderful description
and great connectives!

My granparents were putting some deck chairs on
a lovely pier ~~at~~ among the seaside, and then
P I ~~my eye~~ ^{saw} caught an abandoned, mysterious arcade
P I so I decided to go inside, and be brave as I
P I tiptoed in I saw a pinkhead man ~~he had~~ I hid
P I ~~he~~ behind a toy machine so he ~~couldn't~~ couldn't
P I see me he had brown bushy eyebrows and a big
P I nose as I was still hiding my eye caught a pink
P I lucky dipper I had @ £3 three one pounds
so I gave it a ^{shot} ~~try~~. I really wanted this brown glug
Dunny that was inside the lucky dipper. I put my

I put one pound in the slot and as soon as the claw touched it it started moving and then I found out that ~~the bunny was not~~ ~~there~~. I thought that the bunny was alive and it really was, then my grandpa grabbed my hand and pulled me out of the arcade.

I went back to the arcade to save the poor lonely bunny. I slowly walked in but then I tripped and the pin man's car rolled under the lucky dipper and the pin man's car and ~~part~~ ~~crashed~~ over the machine, the window of the lucky dipper ~~crashed~~ broke and I quickly grabbed my rabbit. The pin head man was walking slowly so I had to go backwards, but what I didn't know was that there was a deep dark hole and I fell in it. I couldn't hold on longer to my rabbit and it ran away. After I landed I was on the beach seaside but then the bunny ran away from me. I ~~cried~~ ^{cried} and I ~~got~~ ^{felt} heart broken because I was lonely then suddenly I felt like someone was pulling me upwards and then I saw the pinman holding me. My heart was beating so fast that it was going to explode. The pin man put me on the ground and gave me a pat on the head.

I got back to my grandparents and on the bus and I made it home safely after a special but odd holiday.



Writing – I Can Statements

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I understand the difference between <i>plural</i> and <i>possessive -s</i>	I can discuss & analyse writing similar to that which I am planning and learn from its style, structure and vocabulary	I can discuss & write down my ideas to create a plan e.g. <i>story-mountains, mind maps, flow diagrams</i>	I understand and can place the apostrophe in words with <i>irregular plurals</i> correctly e.g. <i>children's</i>
I can use <i>standard English</i> most of the time e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>	I can compose sentences and practise how I might write them by saying them aloud adding new more effective ideas suggested by others	I can organise my ideas around a theme using paragraphs or sections	I understand and can place the apostrophe in words with <i>regular plurals</i> correctly e.g. <i>girls', boys'</i>
I can select effective & relevant vocabulary working alone or with a partner	I can identify the purpose & change my writing to the appropriate form for the reader	I can effectively link paragraphs using <i>fronted adverbials</i> e.g. <i>Later that day, I heard the bad news</i>	I can identify words that are often misspelt (from our year 4 word list) and correct them
I can use present perfect verbs effectively e.g. She <i>has downloaded</i> some songs	I can use effective expanded noun phrases e.g. <i>The strict maths teacher with curly hair</i>	I can use headings & subheadings, bullet points/numbers effectively	I can write from memory simple sentences my teacher has read aloud
I can use <i>.... , ? !</i> effectively and check my own work for errors	I avoid <i>repetition</i> by using a variety of nouns and pronouns e.g. <i>Tree, it, the plant, the conifer</i>	I can add relevant details using <i>subordination/ relative clauses</i> using <i>who/whose</i> or <i>which/that</i>	I can write neatly making sure that my ascenders and descenders do not touch
I can use <i>commas</i> for fronted adverbials appropriately e.g. As gently as possible, shake the test-tube	I can create effective characters including their viewpoint e.g. Peter Pan felt confused & alone	I can I can add relevant details using <i>subordination/ relative clauses</i> using <i>where</i> & <i>when</i>	I can join my letters neatly and consistently and know when not to join them
I can use inverted commas and commas correctly for direct speech e.g. He shouted, "Sit down!"	I can describe settings effectively using rich & relevant vocabulary	I can reflect upon the content and structure of my work adding improvements	I can space my letters equally from one another.
I can read my work aloud using intonation to help identify errors in spelling and punctuation	I can use effective adverbial phrases to make my plot interesting e.g. <i>Turning suddenly</i> he noticed...	I can sequence narratives with a beginning, middle & ending and use conclusions effectively in non-fiction	I can keep my letters equal in size throughout a piece of writing.

Vocabulary, Grammar & Punctuation

Composition- effectiveness for purpose

Composition- structure & organisation

Spelling & Handwriting

Document created by Sarah Koumpi (English lead) November 2020