# Band 4

Standard 4 is the expectation for mainstream primary children **by the end of Year 4** and some may be working within Standard 5.

**Essential basic skills are now ‘past their sell-by date’ at Standard 4:**

Can almost always use correct grammar structures; can almost always structure and punctuate sentences correctly, (. ? ! , ’); can use a range of connectives; can spell monosyllabic and common polysyllabic words correctly (Year 3).

**Listed in an approximate hierarchy:**

|  |  |  |
| --- | --- | --- |
| 1 | I can write in a clear and exciting style. |  |
| 2 | I can write in a variety of styles and genres with confidence and without support.  |  |
| 3 | I can use interesting and impressive words sometimes in my writing. (Not technical words) |  |
| 4 | I can shape my writing properly for both the purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera). |  |
| 5 | I can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly correctly. |  |
| 6 | I can write neatly, so that it can be easily read and the letters and joins are correctly formed. |  |
| 7 | I can use higher level connectives, (e.g. although, furthermore, nevertheless, contrary to, as well as, in addition to etc). |  |
| 8 | I can use connectives to show time (meanwhile, finally, afterwards, previously) and cause (however, despite, therefore, moreover, even though, consequently)  |  |
| 9 | I can open sentences in different ways to interest my reader and have an effect on them. |  |
| 10 | I can use paragraphs although may not always be accurate. |  |
| 11 | I have thought carefully about my writing, what it needs to include and how it flows. |  |
| 12 | I can use or try to use complex sentences, (e.g. I have used description before and after a noun). |  |
| 13 | I can spell words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words. |  |
| 14 | I can use nouns, pronouns and tenses correctly throughout. |  |
| 15 | I can use apostrophes and / or inverted commas, mainly correctly (If direct speech is not appropriate to the task, apostrophes alone can score the tick). |  |
| 16 | I can select from a range of known adventurous words. |  |
| 17 | I can use interesting ways to move a piece of writing forward, (e.g. moving away from the main plot, description, dialogue with the audience). |  |
| 18 | I can guide my reader strongly, although not aggressively, in factual writing, (e.g. ‘An important thing to think about before deciding…; ‘We always need to think about…’). |  |
| 19 | I can develop ideas in original, creative and interesting ways. |  |

Listed in approximate hierarchy of B, W, S. For assessment, however, the ‘best fit’ can span the three sections.

**B** = Begining **| W** = Within **| S** = Secure (Exceeding) | **AP** = Assessment Point Band 5 ready

**Assessment: 4-W** = 6 - 9 | **4-W** = 10 - 15 | **4-S** = 16 - 19 | **4-AP** = 17 – 19.

If entry to Year 5 is not met, then the judgment is 4S.