

Context: We have been learning about techniques to create suspense.

- Dramatic connectives
- Let the threat get closer and closer
- Empty words
- Short, sharp sentences
- Rhetorical questions
- Show how the character is feeling through their actions

LO: Write a suspense story.

particular, popular, peculiar, particular, popular,

Detailed setting description to engage the reader and create atmosphere

Use fronted adverbials followed by a comma

Valrie saw the black, dusty door, ^{it} wasn't locked. So she decided to go in.

Expanded noun phrases using ambitious adjectives

Proofread confidently and amend their own writing to edit and improve

Firstly, she walked into a ~~a~~ dark, creepy ^{living} living room. She froze in fear when she heard a ghostly sound.

Spell words with suffixes correctly

Spell homophones correctly

Then ^{as quick as lightning} a dull, old chandelier suddenly turned on. Next she heard ^{coming} footsteps towards her, she dashed out of the house trembling with fear. How would she survive?

Use necessary punctuation to indicate direct speech

Using pronouns to avoid repeating names

living, living, living, living, living, living,

Consistent and accurate tense

Consistent, joined handwriting

She gulped in fear. Valrie was terrified. Before she could even ^{leg} move, something brushed against her. In a blink of an eye, she froze out of no where, she shouted, "Help!" will all of her might. What's happening? She collapsed.

Writing organised into paragraphs

happening, happening, happening, happening,

This piece of work, not only includes examples of the success criteria for writing suspense but also demonstrates that the child has a solid understanding of everything else they have been learning in year 4 writing. The child consistently spells year 3 / 4 words correctly, punctuates their work accurately and has written a range of narratives with coherent plots. They also confidently review their work in order to edit and improve it (as can be demonstrated by their purple pen edits).

Year 4 fiction writing expected standard

Context: We have been learning about the features of a recount:

- Chronological order
- Time connectives
- New paragraph for a new time of the day
- First person
- Past tense
- Describe feelings
- Description of what happened

I was running around because I felt really hyper.

Expanded noun phrases

Use fronted adverbials followed by a comma

Firstly, I put my black, pretty dress that had small, lilac flowers on it. ^{then} I looked at myself in the mirror and I thought the dress looked absolutely beautiful. I couldn't wait for everyone to come. I was going to see family that I hadn't seen in a long time.

Consistent and accurate tense

Proofread confidently and amend their own writing to edit and improve

Soon lots of my family arrived. All my aunts, uncles, and cousins came. ^{and they complimented me} After a while, my aunts and uncles gave me some money. ^{and dresses} My heart skipped. I felt loved. When I was given money, I thanked the person who gave it to me. I also hugged them. I loved my family more than ever at that moment.

Spell words with suffixes correctly

Using pronouns to avoid repeating names

Always use standard English verb inflections accurately e.g. 'we were' instead of 'we was'

23 In the evening, my dad decided I could go to Leeds with my brother to meet more of my family. The journey was long and boring though ^{it didn't} feel that long because I fell asleep. When I woke up, we were there. ^{Me} and my family visited different houses before going to the place where everyone was. My cousins' house. I was jumping up and down. I had a sleepover at their house. That day, I had a ball. Nothing made me feel more ecstatic.

Spell homophones correctly

Consistent, joined handwriting

Writing organised into paragraphs

This piece of work, not only includes examples of the success criteria for writing a recount but also demonstrates that the child has a solid understanding of everything else they have been learning in year 4 writing. The child consistently spells year 3 / 4 words correctly, punctuates their work accurately and has organised their writing into paragraphs chronologically. They also confidently review their work in order to edit and improve it (as can be demonstrated by their purple pen edits).