

Year 4

When children start Year 4, they should be able to:

• Spell the Y3 words from the word list	• Use all Y3 punctuation consistently and accurately	• Use simple, progressive and perfect forms of verbs
• Meet expectations of the Y3 spelling programme	• Use direct speech (with inverted commas correct)	• Use a range of adverbs for time, place and cause
	• Use simple paragraphs	• Consistently use a range of coordinating and subordinating conjunctions

It is important that these skills are embedded for automaticity as early as possible into Year 4 if not already. This should inform intervention teaching alongside the quality first teaching of Y4 objectives.

	Skills progression	Example	Composition
1	Write for a range of purposes and audiences based on personal experience and high-quality texts	narratives, newspaper and chronological reports, diaries, letters, recounts, advertising, persuasive leaflets, poetry	Compose and rehearse more complex sentences orally before writing, including those with dialogue
2	Use possessive pronouns	hers, theirs, ours, mine, his	
3	Use noun phrases expanded with modifying adjectives	A terrifying dragon with razor-sharp teeth.	
4	Use noun phrases expanded with modifying nouns		Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames
5	Use noun phrases expanded with prepositional phrases	The shelter in the middle of the rainforest.	
6	Use fronted adverbials for time , manner and place	time: Later that evening, the sun set slowly over the hills. manner: With fear in their eyes, they attacked the dragon. place: On top of the hill, they watched the sunset.	
7	Use commas after fronted adverbials		Expand their use of narrative language features: ➤ Figurative language - similes - alliteration - hyperbole ➤ 'Power of three' linked to sentence work: - The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. ➤ Descriptive language drawn from their own reading
8	Describe plots in narratives, linking the end to the opening		
9	Develop settings linked to the genre and intended effect	describe impact of setting on characters	
10	Develop characters in narratives	'show not tell', describing characters through their actions, use of dialogue (dialect)	Expand their use of non-fiction language features: ➤ Technical vocabulary linked to topic ➤ Precise nouns and pronouns (fernlike plants instead of plants, macaw instead of bird) ➤ Interesting and relevant descriptive language
11	Use paragraphs to organise ideas around a theme across the text		
12	Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs		
13	Use inverted commas and other punctuation accurately to mark speech	use of supporting commas, ! and ?	
14	Identify main and subordinate clauses		
15	Write complex sentences with the subordinate clause at the start and at the end of the sentence	Despite the fact it was raining , we went in the sea. We went into the sea, despite the fact it was raining .	
16	Control the use of standard and non-standard English	correct subject/verb agreement (we were, I did, he went) formal language where needed use of contractions/abbreviations (Back from holiday. Lots to tell you!)	
17	Understand the difference between plural and possessive -s Use apostrophes for plural possession	Its (possession) it's (contraction 'it is') It was the boy's ball (1 boy), It was the boys' ball (2 or more)	
18	Use a dictionary	by 2 nd letter	
19	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations		
20	Proof-read and edit their writing		

21	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear		<p>Writing usually has a clear voice which is sustained through both shorter and more extended texts</p> <p>Clear links with reading are made, with writers using models from their reading to construct sentences and paragraphs. The editing process draws explicitly on this.</p>
22	Spell many words from the Year 4 word list and use these accurately in their writing	see National Curriculum	
23	Meet Y4 expectations from the chosen spelling scheme		
24	Use legible, joined writing consistently		
GD1	Commas are used securely to separate main and subordinate clauses		
GD2	Paragraphing is clear and ideas are developing and linked to guide the reader through the text		
GD3	Writing demonstrates an understanding of the use of formal and informal language, dependent on the purpose and audience		
GD4	Use a range of tenses and verb forms confidently and effectively		
GD5	Different sentence types and varied word order are used to create specific effects		
GD6	Choose vocabulary and structure for a purpose and to engage and impact on their identified reader		
GD7	Word choices are well considered and are used to build a description, an even, tension or emotion		
GD8	Technical vocabulary is used purposefully in non-narrative writing		
GD9	Consistently use editing and revising strategies to improve the quality and accuracy of their writing		
GD10	Consistently apply Y4 spelling expectations across their writing		