Year 4

Name Date and genre of work	K :						uc		
							Collection		
							Coll		
Working Towards the expected s	standard in	Y4							
The pupil can, after discussion with the teacher:									
Transcription: Spelling									
Spell words with a range of prefixes e.g. un, dis, mis, in (See spelling									
appendix for full list)									
Spell some of the Y3/4 common exception words*									
Transcription: Handwriting									
use the diagonal and horizontal strokes that are needed to join letters and	d								
understand which letters, when adjacent to one another, are best left									
unjoined									
Composition:									
Begin to use paragraphs around a theme									
Use headings and sub-headings to aid presentation									
write for a range of purposes and audiences (engaging the reader)									
including a short story									
read their own writing aloud to a group or the whole class with appropriate	e								
expression, particularly when reading speech. make simple additions, revisions and proof-reading corrections to their over	wn								
writing	vv11								
Vocabulary, grammar and punctuation									
Use of the forms a or an									
Use conjunctions (i.e. when, before, after, while), adverbs (e.g. next, soon	n.								
then) or prepositions (e.g. before, after, during) to express time and place									
to extend the range of sentences.									
Use of the present perfect form of verbs instead of the simple past (e.g. F	He								
has gone out to play contrasted with He went out to play)									
Begin to use inverted commas for direct speech.									
Working at the expected stan	ndard in Y4								
The pupil can, after discussion with the teacher:									
Transcription: Spelling									
Spell many of the Y3/4 common exception words *									
Spell words with a range of suffixes e.g. ly, tion, ous (See spelling appending for full list)	dix								
Transcription: Handwriting									
increase the legibility, consistency and quality of their handwriting, [for									
example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the									
ascenders and descenders of letters do not touch]									
Composition:									
write effectively for a range of purposes and audiences, engaging the									
reader by using a varied and rich vocabulary and an increasing range of									
Sentence structures Organise paragraphs around a theme									
Achieve cohesion by effectively using a range of fronted adverbials, using	n a								
comma after fronted adverbials	ya								
Proofread for spelling and punctuation errors, independently using the									
dictionary/word banks using the first 2 or 3 letters of a word.									

Year 4

Vocabulary, grammar and punctuation								
Extend range of sentences by using noun phrases expanded by the								
addition of modifying adjectives, nouns and preposition phrases (e.g. the								
teacher expanded to: the strict maths teacher with curly hair)								
Mostly correctly use Standard English forms for verb inflections [for								
example, we were instead of we was, or I did instead of I done]								
Use inverted commas and other punctuation to indicate direct speech [for								
example, a comma after the reporting clause; end punctuation within								
inverted commas: The conductor shouted, "Sit down!"]								
Use apostrophes to mark plural possession [for example, the girl's name,								
the girls' names]								
Working at greater depth within the expected standard in Y4								
The pupil can, after discussion with the teacher:								
write effectively and coherently for different purposes, drawing on their								
reading to inform the vocabulary and grammar of their writing								
Read writing back and adapt word choice with audience in mind								
(independent use of a thesaurus), ensuring precise word choice.								
Demonstrate application of expected statements across the curriculum, i.e.								
consider audience and purpose when writing up a science investigation.								
Build on what they have learnt, particularly in terms of the range of their								
writing and the more varied grammar, vocabulary and narrative structures								
from which they can draw to express their ideas.								
Spell most of the Y3/4 common exception words *								

^{*} Year 3/4 Spelling Words: accident(ally); actual(ly); address; answer; appear; arrive; believe; bicycle; breath; breathe; build; busy/business; calendar; caught; centre; century; certain; circle; complete; consider; continue; decide; describe; different; difficult; disappear; early; earth; eight/eighth; enough; exercise; experience; experiment; extreme; famous; favourite; February; forward(s); fruit; grammar; group; guard; guide; heard; heart; height; history; imagine; increase; important; interest; island; knowledge; learn; length; library; material; medicine; mention; minute; natural; naughty; notice; occasion(ally); often; opposite; ordinary; particular; peculiar; perhaps; popular; position; possess(ion); possible; potatoes; pressure; probably; promise; purpose; quarter; question; recent; regular; reign; remember; sentence; separate; special; straight; strange; strength; suppose; surprise; therefore; though/although; thought; through; various; weight; woman/women;