

Year 4

		Working Towards	Secure	Greater Depth
Composition	Sentence structure/Grammar	<p>Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by starting to use a wider range of conjunctions including when, if, because, although</p> <p>Use of a range of sentence openings</p> <p>Starting to expand noun phrases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair</p> <p>The same tense is sustained throughout the writing. Simple present tense is used in dialogue</p> <p>Starting to use appropriate use of pronouns to avoid repetition.</p> <p>Starting to use fronted adverbials (e.g. later that day, I heard the bad news)</p> <p>Starting to user appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Basic grammar is accurate but sometimes reflects the local spoken forms. (e.g. should have, would have)</p>	<p>Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p> <p>Use of a wide and varied range of sentence openings</p> <p>Noun phrases extended by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair</p> <p>Choice of tense is accurate and consistent.</p> <p>Appropriate use of pronouns to avoid repetition.</p> <p>Use of fronted adverbials (e.g. later that day, I heard the bad news)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)</p>	<p>Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, independently and through writing across the curriculum</p> <p>Use of a wide and varied range of sentence openings independently</p> <p>Independent use of extended noun phrases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair</p> <p>Choice of tense is accurate and consistent through writing across the curriculum</p> <p>Appropriate use of pronouns to avoid repetition.</p> <p>Competent use of fronted adverbials (e.g. later that day, I heard the bad news)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)</p>
	Punctuation	<p>Capital letters, full stops, question marks and exclamation marks are used accurately, but may still need prompting or editing</p> <p>Starting to show an awareness of the need for a comma after fronted adverbials</p> <p>Inverted commas are used to indicate beginning and end of direct speech</p> <p>Apostrophes for singular possession accurate, starting to use apostrophes for plural possession</p>	<p>Capital letters, full stops, question marks and exclamation marks are used accurately.</p> <p>Commas used after fronted adverbials</p> <p>Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas)</p> <p>Apostrophes to mark singular and plural possession</p>	<p>Capital letters, full stops, question marks and exclamation marks are used accurately through writing across the curriculum independently</p> <p>Commas used after fronted adverbials independently</p> <p>Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas) with more confidence</p> <p>Apostrophes to mark singular and plural possession independently</p>

	Text Structure and Organisation	<p>Stories are written with a clear beginning, middle and ending, starting to create more detailed settings and characters, along with a coherent plot.</p> <p>Usually uses of paragraphs to organise ideas around a theme</p> <p>Mostly consistent and appropriate use of the structure of the chosen non-narrative text type.</p> <p>In non-narrative texts, text structure usually includes introduction, ordered sections and a brief conclusion, as well as other organisational devices</p>	<p>Stories are written with a clear beginning, middle and ending with the creation of more detailed settings and characters, along with a coherent plot.</p> <p>The ending is developed and of an appropriate length.</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Consistent and appropriate use of the structure of the chosen non-narrative text type.</p> <p>In non-narrative texts, text structure includes introduction, ordered sections and a brief conclusion, as well as other organisational devices</p>	<p>Stories structure is well developed and the well-paced.</p> <p>Effective use of paragraphing adds cohesion and aid the reader</p> <p>Demonstrate the ability to plan and structure non-narrative texts appropriately without the use of model</p>
	Drafting and Editing	<p>Can, with support, proof-read and amend their own writing, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text.</p>	<p>Independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g. spotting repetitious language, verb/subject disagreement or lapses in tense.</p>	<p>Consistently and confidently proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text.</p>
	Effective use of language/Vocabulary	<p>Expansion of noun phrases (see sentence structure and grammar)</p> <p>Starting to use noun phrases, adverbs and adjectives are used to create variety and add interest.</p> <p>Adjectives are beginning to be modified for emphasis.</p> <p>Beginning to use a range of powerful verbs.</p> <p>Some evidence of viewpoint, e.g. use of authoritative voice or some evaluative comment, but may not be maintained.</p>	<p>Expansion of noun phrases (see sentence structure and grammar)</p> <p>Noun phrases, adverbs and adjectives are used to create variety and add interest.</p> <p>Adjectives are sometimes modified for emphasis.</p> <p>Beginning to use a wider range of powerful verbs.</p> <p>Attempts to use technical and precise vocabulary in non-narrative writing</p> <p>Writer's viewpoint is established, but may not be maintained.</p>	<p>Confidently and independently through writing across the curriculum:</p> <p>Expansion of noun phrases (see sentence structure and grammar)</p> <p>Noun phrases, adverbs and adjectives are used to create variety and add interest.</p> <p>Adjectives are sometimes modified for emphasis.</p> <p>Beginning to use a wider range of powerful verbs.</p> <p>Attempts to use technical and precise vocabulary in non-narrative writing</p> <p>Writer's viewpoint is established, but may not be maintained.</p>
Transcription	Spelling	<p>Spelling rules and guidance from English Appendix 1 (year 3 and 4) mostly applied</p>	<p>Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied</p>	<p>Spelling rules and guidance from English Appendix 1 (yea 3 and 4) applied</p> <p>Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families</p>
	Handwriting	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined</p> <p>The children should be using towards a joined, legible style of handwriting.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined</p> <p>The children should be using towards a joined, legible style of handwriting.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined</p> <p>The children should be using towards a joined, legible style of handwriting.</p>