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| **Year 4 - Autumn** | **Year 4 -Spring** | **Year 4 - Summer** |
| **Expected Standard** | | |
| **Spelling** | **Spelling** | **Spelling** |
| * Spell correctly most\* Y4 spelling list words and patterns taught so far including homophones and near homophones   Spelling rules:   * + Adding the prefixes mis (revising un, in and dis)   + Words ending in zhuh (spelt –sure)   + the short u sound spelt ou   + Double, trouble, toughest, roughest, country, touch   + Adding the prefix – auto   + Adding the suffix ly (to adjectives to form adverbs)   + Homophones: groan/grown, reign/rain, peace/piece, berry/bury   + Adding the prefix inter   + Words with the ay sound spelt ei, eigh, ey   + Words ending in – ous   + Words with the s spelt sc   + Possessive apostrophe with plural words * Begin to search for and spell words using a dictionary using up 5 letters | * Spell correctly most\* Y4 spelling list words and patterns taught so far including homophones and near homophones   Spelling rules:   * + Words ending with zhun spelt – sion   + Adding il and revising un. in , mis and dis   + The c sound spelt –que and g sound spelt gue   + Homophones: heal/heel, missed/mist, who’s/whose, accept/except, affect/effect   + Adding ir to words beginning with   + Adding the suffix –ion (1)   + Adding the suffix – ion (2) * Search for and spell words using a dictionary using up 5 letters | * Spell correctly most\* Y4 spelling list words and patterns taught so far including homophones and near homophones * Efficiently search for and spell words using a dictionary using up 5 letters |
| **Punctuation** | **Punctuation** | **Punctuation** |
| * Use the range of punctuation taught Y1 – Y3 mostly correctly * Begin to punctuate direct speech fully including; commas to separate the reporting clause; end punctuation within inverted commas * Begin to place the possessive apostrophe accurately in words with regular plurals (girls’, boys’) and irregular plurals (children’s) * Begin to use a comma after a fronted adverbial independently | * Use the range of punctuation taught Y1 – Y3 mostly correctly * Often punctuate direct speech fully including; commas to separate the reporting clause; end punctuation within inverted commas * Often place the possessive apostrophe accurately in words with regular plurals (girls’, boys’) and irregular plurals (children’s) * Often use a comma after a fronted adverbial independently | * Use the range of punctuation taught Y1 – Y3 mostly correctly * Punctuate direct speech fully including; commas to separate the reporting clause; end punctuation within inverted commas * Place the possessive apostrophe accurately in words with regular plurals (girls’, boys’) and irregular plurals (children’s) * Use a comma after a fronted adverbial independently |
| **Composition** | **Composition** | **Composition** |
| * Write coherently for a range of purposes and audiences taught so far * Begin to organise writing into paragraphs that are about a single theme or event * Begin to Independently, in narratives, create settings, characters and plot * Begin to, in non-narrative, use subheadings and headings independently so that information is presented clearly to the reader | * Write coherently for a range of purposes and audiences taught so far * Often to organise writing into paragraphs that are about a single theme or event * Mostly Independently, in narratives, create settings, characters and plot * Often in non-narrative, use subheadings and headings independently so that information is presented clearly to the reader | * Write coherently for a range of purposes and audiences * Organise writing into paragraphs that are about a single theme or event * Independently, in narratives, create settings, characters and plot * In non-narrative, use subheadings and headings independently so that information is presented clearly to the reader |
| **Vocabulary** | **Vocabulary** | **Vocabulary** |
| * Sometimes uses ambitious vocabulary | * Sometimes uses ambitious vocabulary | * Often uses ambitious vocabulary |
| **Sentence Structure & Grammar** | **Sentence Structure & Grammar** | **Sentence Structure & Grammar** |
| * Begin to, within a piece of writing, use effective ways to express time, place and cause using conjunctions (for example, when, before, after, while, so, because); adverbs (for example, then, next, soon, therefore); prepositions (for example, before, after, during, in because of) * Uses verb tenses mostly correctly | * Mostly, within a piece of writing, choose effective ways to express time, place and cause using conjunctions (for example, when, before, after, while, so, because); adverbs (for example, then, next, soon, therefore); prepositions (for example, before, after, during, in because of) * Uses verb tenses mostly correctly | * Within a piece of writing, choose effective ways to express time, place and cause using conjunctions (for example, when, before, after, while, so, because); adverbs (for example, then, next, soon, therefore); prepositions (for example, before, after, during, in because of) * Uses verb tenses mostly correctly |
| **Editing** | **Editing** | **Editing** |
| * Consistently proof reads for spelling and punctuation slips (Y1 – Y3 previously taught) independently before adult marking) * Begin to proof read for spelling and punctuation slips (newly taught in Y4) independently before adult marking * Propose changes to grammar and vocabulary to improve their writing | * Consistently proof reads for spelling and punctuation slips (Y1 – Y3 previously taught) independently before adult marking) * Often proof reads for spelling and punctuation slips (newly taught in Y4) independently before adult marking * Propose changes to grammar and vocabulary to improve their writing | * Consistently proof reads for spelling and punctuation slips (Y1 – Y3 previously taught) independently before adult marking * Proof reads for spelling and punctuation slips (newly taught in Y4) independently before adult marking * Propose changes to grammar and vocabulary to improve their writing |
| **Handwriting** | **Handwriting** | **Handwriting** |
| * Handwriting is beginning to be consistently joined and each letter correctly formed | * Often, handwriting to be consistently joined and each letter correctly formed | * Handwriting to be consistently joined and each letter correctly formed |
| **Greater Depth** | | |
| * Write effectively for purpose and audiences, selecting language that shows some awareness of the reader * Begin to select vocabulary and grammatical structures that appropriately reflect what the writing requires * In narratives, begin to describe settings and characters | * Write effectively for purpose and audiences, selecting language that shows awareness of the reader * Select vocabulary and grammatical structures that often appropriately reflects what the writing requires * In narratives, describe settings and characters | * Write effectively for purpose and audiences, selecting language that shows good awareness of the reader * Select vocabulary and grammatical structures that often appropriately reflects what the writing requires * In narratives, describe settings and characters, and begin to describe atmosphere |

\*Most indicates that the statement is generally met with occasional slips

\*Some indicates that knowledge or skills is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent