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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
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| **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
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| **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
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| **Vocabulary** | **Vocabulary** | **Vocabulary** |
| * Sometimes uses ambitious vocabulary
 | * Sometimes uses ambitious vocabulary
 | * Often uses ambitious vocabulary
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| **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
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| **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
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| **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
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| **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
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\*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