

Year 4 - Autumn	Year 4 -Spring	Year 4 - Summer
Expected Standard		
Spelling	Spelling	Spelling
<ul style="list-style-type: none"> Spell correctly most* Y4 spelling list words and patterns <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Spell correctly most* Y4 spelling list words and patterns <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Spell correctly most* Y4 spelling list words and patterns. Efficiently search for and spell words using a dictionary using up 5 letters
Punctuation	Punctuation	Punctuation
<ul style="list-style-type: none"> Use the range of punctuation taught Y1 – Y3 mostly correctly Begin to punctuate direct speech fully including <ul style="list-style-type: none"> Commas to separate the reporting clause; New line for a new speaker Capital Letters Punctuation within inverted commas Begin to place the possessive apostrophe accurately in words with regular plurals (girls’, boys’) Begin to place the possessive apostrophe accurately in words with irregular plurals (children’s) Begin to use a comma after a fronted adverbial independently (i.e. when not a focus of teaching) 	<ul style="list-style-type: none"> Use the range of punctuation taught Y1 – Y3 mostly correctly Use the range of punctuation taught in Y4 correctly some of the time Often punctuate direct speech fully including <ul style="list-style-type: none"> Commas to separate the reporting clause; New line for a new speaker Capital Letters 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 	<ul style="list-style-type: none"> Use the range of punctuation taught Y1 – Y4 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
<ul style="list-style-type: none"> Write coherently for a range of purposes and audiences Begin to independently organise writing into paragraphs that are about a single theme or event using a given structure where appropriate. 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 	<ul style="list-style-type: none"> Write coherently for a range of purposes and audiences Often to independently organise writing into paragraphs that are about a single theme or event using a given structure where appropriate 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 	<ul style="list-style-type: none"> Write coherently for a range of purposes and audiences Independently organise writing into paragraphs that are about a single theme or event using a given structure where appropriate 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
<ul style="list-style-type: none"> Uses ambitious vocabulary 	<ul style="list-style-type: none"> Uses ambitious vocabulary 	<ul style="list-style-type: none"> Uses ambitious vocabulary accurately
Sentence Structure & Grammar	Sentence Structure & Grammar	Sentence Structure & Grammar
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Handwriting is beginning to be consistently joined and each letter correctly formed 	<ul style="list-style-type: none"> Often, handwriting to be consistently joined and each letter correctly formed 	<ul style="list-style-type: none"> Handwriting to be consistently joined and each letter correctly formed
Greater Depth		

Federation of Golden Flatts and Lynnfield Primary Schools

<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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