

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 taught so far including homophones and near homophones Spelling rules: <ul style="list-style-type: none"> ○ Adding the prefix mis ○ Adding prefix im ○ Adding the prefix ir ○ Adding the prefix in ○ Adding the prefix anti ○ Adding the prefix inter ○ The suffix ation ○ Words ending in zhuh (spelt –sure) ○ the short u sound spelt ou ○ Double, trouble, toughest, roughest, country, touch ○ Adding the suffix ly (to adjectives to form adverbs) ○ Homophones: groan/grown, reign/rain, peace/piece, berry/bury, heel/heal/he'll ○ Words ending in – ous ○ Words with the s spelt sc ○ Possessive apostrophe with plural words ○ Statutory Words: perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar ○ 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 taught so far including homophones and near homophones Spelling rules: <ul style="list-style-type: none"> ○ Words ending with zhun spelt – sion ○ Words ending in –sion and –ssion ○ Words ending in –tion ○ Words ending in –cian ○ Words with the ay sound spelt ei, eigh, ey ○ 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) ○ Statutory words: strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight ○ 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 taught so far including homophones and near homophones ○ Efficiently search for and spell words using a dictionary using up 5 letters ○ Homophones: accept/except, affect/effect, fair/fare
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; 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 	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ● Sometimes uses ambitious vocabulary 	<ul style="list-style-type: none"> ● Sometimes uses ambitious vocabulary 	<ul style="list-style-type: none"> ● Often uses ambitious vocabulary
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

Federation of Golden Flatts and Lynnfield Primary Schools

○ 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		
<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