Year 4 NAME:								
WORKING TOWARDS (Y4) Beginning to								
	Write using a rich and varied vocabulary appropriate to purpose and form.							
Composition: Purpose & Audience	Write narratives with a clear plot, and describe settings and characters.							
	Make effective choices about using direct speech within narratives. Use paragraphs to organise ideas around a theme							
	Use pronouns and nouns within and across sentences to aid cohesion and avoid							
	repetition.							
	Evaluate the effectiveness of writing and suggest improvements.							
	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions (<i>when, before, after, while, so because,</i>						
		although).						
GRAMMAR		Add detail and precision through expanding noun phrases (modification						
		before the noun and prepositional phrases after the noun).						
		Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).						
		Use Standard English verb inflections, instead of local dialect forms						
		(we were instead of we was; I did instead of I done).						
		Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g.						
		therefore, soon, finally, before dark, during break, in the cave,						
	_	because of Fred).						
⊇_	Demarcate sentences accurately throughout using capital letters and end punctuation							
PUNCTU ATION	Use commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech accurately.							
PUI	Use apostrophes correctly (contraction, singular and plural possession).							
_	Spell correctly words that have been previously taught, including							
10	common exception words from KS1;							
RIPT	 previously taught homophones; those with known prefixes and suffixes.							
TRANSCRIPTION	Use and spell correctly most words from the Year 3/4 spelling list.							
RAN	Use phonic knowledge to make good attempts at, and check the spelling of, unknown							
F	words. Use joined up writing consistently, independently and fluently.							
EXPEC	TED (Y4) Consiste		I I			1		
	Write using a rich and varied vocabulary appropriate to purpose and form							
ы ^ф Ю	Write narratives with a clear plot, and describe settings and characters.							
	Make effective choices about using direct speech within narratives. Use paragraphs to organise ideas around a theme							
Composition: Purpose & Audience	Use pronouns and nouns within and across sentences to aid cohesion and avoid							
F CO	repetition.							
	Evaluate the eff	ectiveness of writing and suggest improvements. Write a range of sentences with more than one clause by using a wider						
GRAMMAR	Choose language to suit the purpose and audience:	range of conjunctions (when, before, after, while, so because,						
		although).						
		Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).						
		Make accurate use of present and past tense including simple,						
		progressive and perfect forms (secure from Year 2 and 3).						
		Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done).						
		Express time, place, cause and enhance cohesion using adverbs and						
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TRANSCRIPTION	 common exception words from KS1; 							
	 previously taught homophones; 							
	those with known prefixes and suffixes.							
	Use and spell correctly most words from the Year 3/4 spelling list. Use phonic knowledge to make good attempts at, and check the spelling of, unknown							
	words.							
	Use joined up writing consistently, independently and fluently.							

GREATER DEPTH (Y5) Beginning to use					
composition: Purpose & Audience	Write for a range of purposes and audiences, selecting language that shows some				
	awareness of the reader				
	In narratives, describe settings, characters and begin to develop atmosphere ('show not				
	tell').				
	Use dialogue in narratives to convey character or advance the action.				
	Use a range of devices to build cohesion within and across paragraphs:				
	link ideas using adverbials of time, place and number;				
	link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her</i>				
	before).				
	Make choices in drafting and revising writing, showing understanding of how these enhance				
	meaning.				
	Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements,				
	tense use).				