

Working towards the Y4 expected standard... (B/B+)			Evidence over 6 pieces of writing						
Spelling	Evidence:	Date: Text type:							
			Can spell words with prefixes: in-, un-, dis-, mis-, il-, ir-,						
			Can form nouns using a range of prefixes – super, anti, auto						
			Can spell words with the suffix –ation, -ly and –ous						
			Can spell words where the /ei/ sound is spelt ei, eigh or ey						
			Can spell and identify common homophones						
			Can spell approximately 50% of the words on the year 3 and 4 word list						
H/W	Write from memory, simple dictated sentences, which include familiar grapheme phoneme correspondence (GPC), common exception words (CEW) and punctuation								
	Use diagonal and horizontal strokes needed to join letters in most of their writing.								
Punctuation	Use mostly correctly	Full stops							
		Capital letters							
		Exclamation marks							
		Question marks							
		Commas in list							
Composition and Grammar	Making some correct uses of	Inverted commas to punctuate speech							
	Begin making correct uses of paragraphs as a way to group related material.								
	Begin making correct uses of headings and sub-headings.								
	Express time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]								
	Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]								
	Use correct determiner a/an according to next word beginning with a vowel/constant.								
	Uses relevant content across different forms of writing.								
Edit	Can check spellings using a dictionary independently								
	Can check and edit that sentences make sense.								

### Year 4 - Bottom Line Expectations

- I have used joined up handwriting and presented my work neatly.
- I have punctuated my sentences correctly (capital letters, full stops, exclamation marks and question marks).
- I have re-read my work to check that it makes sense and have improved vocabulary.
- I have organised my writing clearly into paragraphs.
- I have checked that I have written in the correct tense.

Working at the Y4 expected standard... (W/W+/S)			Evidence over 6 pieces of writing				
H/W	Evidence:	Date:					
		Text type					
		Can spell words with suffixes –sion, -tion, -ssion and –cian					
		Can spell words containing –gue and –que					
		Can spell and identify homophones and near homophones (E.g. here/hear, grate/great, rain, rein, reign)					
		Can spell 75% of the words on the year 3 and 4 word list					
Punctuation	Use mostly correctly	Write from memory, simple dictated sentences, which include familiar grapheme phoneme correspondence (GPC), common exception words (CEW) and punctuation					
		Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined					
		Ascenders and descenders do not touch					
		Inverted commas to punctuate speech and other punctuation to indicate direct speech.					
Composition and Grammar	Use mostly correctly	Apostrophes to mark plural possession					
		Place possessive apostrophe in word with regular plurals e.g. girls' and irregular plurals e.g. children's					
		Commas after fronted adverbials					
		Use fronted adverbials to add detail and precision to writing					
	Plan writing by discussing writing to that which they are planning and record ideas						
	In narratives, create settings, characters and plot						
	In non-narrative, use simple organisational devices e.g. headings and sub-headings						
	Use noun phrases expanded by modifying adjectives, nouns and prepositional phrases to convey information concisely. E.g the teacher expanded to: the strict teacher with curly hair						
	Know term determiner and different types and role within a noun phrase						
	Use paragraphs to group ideas around a theme.						
Edit	Create clarity and cohesion within and across sentences through appropriate pronoun and noun choices.						
	Use standard English forms for verb inflections, e.g. we were instead of we was, or I did instead of I done.						
	Use a range of conjunctions (coordinating and subordinating) to extend and create multi-clause sentences range of sentences with more than one clause across a range of text types.						
Edit	Include relevant content and ideas to meet purpose of writing.						
	Can check spellings using a dictionary independently						
	Propose changes to writing to improve consistency, content, vocabulary and grammar.						

Working at greater depth within the Y4 expected standard... (S+)		Evidence over 6 pieces of writing						
				Date:				
		Evidence:		Text type:				
Spelling	Spell most of the words from the Y3 and 4 word list correctly							
	Use some prefixes and suffixes and understand the guidance for adding them taught in Y3 and Y4.							
	Can apply spelling rules taught across Y3 and Y4 to writing.							
	Distinguish between some homophones and other words which are often confused							
H/W	Write legibly, fluently and with efficient speed in the cursive style							
Punctuation	Making some correct uses of	Commas to clarify meaning						
		Colons to introduce lists						
Composition and Grammar	Use rich vocabulary accurately from reading and word mats/working walls.							
	Develop paragraphs effectively with appropriate and effective detail/content.							
	Begin creating atmosphere (and describe characters and settings) in narratives.							
	Understand the grammatical difference between plural and possessive –s							
	Using correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register							
	Using consistent and correct use of tense throughout a piece of writing							
	Using correct level of formality required mostly correct.							