

| Year 4 - Autumn | Year 4 -Spring | Year 4 - Summer |
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| 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 <p>Spelling rules:</p> <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 <ul style="list-style-type: none"> 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 <p>Spelling rules:</p> <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) <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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; 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 |
| <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 | | |
| <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 | <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 | <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 |

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| <ul style="list-style-type: none">• In narratives, begin to describe settings and characters | <ul style="list-style-type: none">• In narratives, describe settings and characters | <ul style="list-style-type: none">• 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