



YEAR FOUR			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
	On track for Expected Standard (EXS):	On track for Expected Standard (EXS):	Expected Standard (EXS):
	<i>The pupil can, after discussion with the teacher:</i>	<i>With increasing stamina for writing, the pupil can, after discussion with the teacher:</i>	<i>The pupil has a positive attitude and stamina when writing for different purposes. They demonstrate, they can:</i>
Transcription (Spelling and Handwriting)	<ul style="list-style-type: none"> <li>Neat and legible handwriting, using the strokes needed for joining and knowing which are best left unjoined.</li> <li>Spell many words from Year 3/4 lists correctly.</li> <li>Spell words in the contracted form correctly.</li> <li>Apply knowledge of phonics to spell longer unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>Improve the quality of handwriting (parallel downstrokes), using joined writing throughout.</li> <li>Use further prefixes and suffixes and understand how to add them (e.g. il-, ir-/ous, -tion)</li> <li>Write from memory a simple sentence, using words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently use neat and legible, joined handwriting.</li> <li>Spell words that are often misspelt (e.g. separate, library, to/two/too, a lot, their/there)</li> <li>Spell most words correctly (Y3/4 list), adding prefixes and suffixes appropriately, spelling the correct form of homophones (e.g. threw/through, meet/meat, wait/weight).</li> </ul>
Composition	<ul style="list-style-type: none"> <li>Plan to use the correct structure in writing, adapting form and style.</li> <li>Use appropriate openings and endings in writing.</li> <li>Use increasingly varied punctuation and grammar.</li> <li>Independently organise paragraphs around a theme.</li> <li>Evaluate and edit, making improvements to own writing.</li> <li>Use a variety of stylistic features for purpose and effect (e.g. alliteration, simile, metaphors, personification)</li> </ul>	<ul style="list-style-type: none"> <li>Use techniques to engage the reader (build tension, opinion, rhetorical questions)</li> <li>Organise paragraphs around a theme, linking them when appropriate (topic sentences).</li> <li>Change paragraph with increasing accuracy.</li> <li>Create settings, character and plot in stories.</li> <li>Write non-fiction, using simple devices to organise work.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a plan to write for a range of purposes, audiences and form.</li> <li>Use a range of devices to structure writing and support the reader based on form and purpose.</li> <li>Evaluate and edit:               <ul style="list-style-type: none"> <li>learning from the effectiveness of my own and others writing and make improvements.</li> <li>Improving my writing by making changes to grammar and vocabulary.</li> <li>Proofread for spelling and punctuation.</li> </ul> </li> </ul>
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> <li>Choose nouns or pronouns to make my meaning clear and avoid repetition (Sam unwrapped his snack and picked up his bag. It tasted great!)</li> <li>Recognise and use collective nouns appropriately (e.g. <i>swarm</i> of bees, <i>flight</i> of stairs))</li> <li>Use determiners <b>a</b>, <b>an</b> and <b>the</b> appropriately and recognise numbers as determiners.</li> <li>Use a wide range of punctuation accurately and consistently (e.g. question marks, exclamation marks, commas in lists, inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>Identify main and subordinate clauses accurately and consistently (e.g. question marks, exclamation marks, commas in a list, inverted commas)</li> <li>Use a wider range of conjunctions to extend a range of sentences with more than one clause.</li> <li>Make appropriate tense choices for a task (e.g. simple past, past progressive, present perfect for narrative)</li> <li>Use apostrophe for contraction and possession (including regular and irregular plural nouns)</li> </ul>	<ul style="list-style-type: none"> <li>Punctuate direct speech using inverted commas and other punctuation (e.g. comma after the reporting clause, end punctuation within inverted commas)</li> <li>Use fronted adverbials followed by commas (e.g. Later that day,...(when), At the end of the road,...(where), Cautiously,... (how) + general)</li> <li>Recognise the difference between and clause and a phrase.</li> <li>Use conjunctions, adverbs and prepositions to express time, place and cause.</li> </ul>
	On track for Greater Depth (GDS):	On track for Greater Depth (GDS):	Greater Depth (GDS):
Transform for GDS	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.</li> <li>Adapt and maintain writing in the 1<sup>st</sup> and 3<sup>rd</sup> person.</li> <li>Select form of writing and make vocabulary and grammar choice based on audience.</li> <li>Use a range of precise vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for the purpose and audience, selecting language that shows good awareness of the reader. Adapt style based on change to audience and form.</li> <li>Independently choose and use a range of organisational and cohesive devices to help structure texts.</li> <li>Use a range of descriptive techniques to manage changes in mood and atmosphere.</li> <li>Use a range of conjunctions to support cohesion within writing.</li> </ul>	<ul style="list-style-type: none"> <li>Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on audience and form.</li> <li>Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</li> <li>Consistently use dialogue sparingly so that it effectively adds details to the writing and support characterisations.</li> <li>Evaluate and redraft own work.</li> </ul>