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| **WORKING AT END OF YEAR 4 EXPECTATIONS** |  |   |   |   |   |   |  |  |
| **COMPOSITION:** |
| **TRANSCRIPTION:**  |
| Children are able to spell most words from the **Y3/4 word lists**  |  |   |   |   |   |   |  |  |
| Draft and write, organising paragraphs around a theme  |  |  |  |  |  |  |  |  |
| **Include details to interest, persuade, explain or instruct**  |  |  |  |  |  |  |  |  |
| **Use precise vocabulary that is lively and imaginative showing an awareness of audience (e.g. expanded noun phrases, figurative language, preposition phrases)** |  |  |  |  |  |  |  |  |
| Evidence of editing by proposing changes to grammar and vocabulary to improve consistency  |  |  |  |  |  |  |  |  |
| Evidence of proof reading for spelling and punctuation errors  |  |  |  |  |  |  |  |  |
| Characters developed through describing how they look, react, talk or behave  |  |  |  |  |  |  |  |  |
| **HANDWRITING:**  |  |  |
| Handwriting is joined, fluent and legible  |  |   |   |   |   |   |  |  |
| **TRANSCRIPTION:**  |  |  |
| Children are able to spell most words from the **Y3/4 word lists**  |  |   |   |   |   |   |  |  |
| accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women |  |   |   |   |   |   |  |  |
| **VOCABULARY, GRAMMAR & PUNCTUATION:**  |  |  |
| Capital letters and full stops used mostly accurately to demarcate sentences.  |  |   |   |   |   |   |  |  |
| Exclamation marks and question marks used mostly accurately.  |  |   |   |   |   |   |  |  |
| Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition  |  |   |   |   |   |   |  |  |
| Accurate use apostrophes for possession and plural nouns  |  |   |   |   |   |   |  |  |
| Extend the range of sentences with more than one clause, by using a wider range of subordinating conjunctions (e.g. when, if, because, although)  |  |   |   |   |   |   |  |  |
| **Evidence of adverbials/pronouns link sentences, sections or paragraphs (e.g. when we got there, after that** |  |  |  |  |  |  |  |  |
| Evidence of the use of fronted adverbials **with a comma (**e.g. later that day, I heard the bad news)  |  |   |   |   |   |   |  |  |
| **Some sentence variation created**  |  |   |   |   |   |   |  |  |
| Use speech punctuation (inverted commas) correctly with a new line for each speaker  |  |   |   |   |   |   |  |  |
| **GREATER DEPTH** |  |  |
| **COMPOSITION**:  |  |  |
| Select appropriate grammar for the task  |  |   |   |   |   |   |  |  |
| Select appropriate vocabulary for the task  |  |   |   |   |   |   |  |  |
| Evidence of a range of cohesive devices used throughout a piece of writing  |  |   |   |   |   |   |  |  |