Year 4							
		Working Towards	Secure	Greater Depth			
Composition	Sentence structure/Grammar	Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by starting to use a wider range of conjunctions including when, if, because, although  Use of a range of sentence openings  Starting to expand noun phases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair  The same tense is sustained throughout the writing. Simple present tense is used in dialogue  Starting to use appropriate use of pronouns to avoid repetition.  Starting to use fronted adverbials (e.g. later that day, I heard the bad news)  Starting to user appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition  Basic grammar is accurate but sometimes reflects the	Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although  Use of a wide and varied range of sentence openings  Noun phases extended by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair  Choice of tense is accurate and consistent.  Appropriate use of pronouns to avoid repetition.  Use of fronted adverbials (e.g. later that day, I heard the bad news)  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition  Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)	Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, independently and through writing across the curriculum  Use of a wide and varied range of sentence openings independently  Independent use of extended noun phases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair  Choice of tense is accurate and consistent through writing across the curriculum  Appropriate use of pronouns to avoid repetition.  Competent use of fronted adverbials (e.g. later that day, I heard the bad news)  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition  Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have)			
	Punctuation	local spoken forms. (e.g. should have, would have)  Capital letters, full stops, question marks and exclamation marks are used accurately, but may still need prompting or editing  Starting to show an awareness of the need for a comma after fronted adverbials  .  Inverted commas are used to indicate beginning and end of direct speech  Apostrophes for singular possession accurate, starting to use apostrophes for plural possession	Capital letters, full stops, question marks and exclamation marks are used accurately.  Commas used after fronted adverbials  Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas)  Apostrophes to mark singular and plural possession	Capital letters, full stops, question marks and exclamation marks are used accurately through writing across the curriculum independently  Commas used after fronted adverbials independently  Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas) with more confidence  Apostrophes to mark singular and plural possession independently			

## St Michael's CE (A) First School

	ڌ	Stories are written with a clear beginning, middle and	Stories are written with a clear beginning, middle and ending with the	Stories structure is well developed and the well-paced.
	t <sub>i</sub>	ending, starting to create more detailed settings and	creation of more detailed settings and characters, along with a coherent	
	isa	characters, along with a coherent plot.	plot.	Effective use of paragraphing adds cohesion and aid the reader
	Jan			
	and Organisation	Usually uses of paragraphs to organise ideas around a	The ending is developed and of an appropriate length.	
	O P	theme		Demonstrate the ability to plan and structure non-narrative texts
	ah		Use of paragraphs to organise ideas around a theme	appropriately without the use of model
	Structure	Mostly consistent and appropriate use of the structure		
	ctu	of the chosen	Consistent and appropriate use of the structure of the chosen non-narrative	
	rru	non-narrative text type.	text type.	
	S	In non-narrative texts, text structure usually includes	In non-narrative texts, text structure includes introduction, ordered sections	
	Text	introduction, ordered sections and a brief conclusion, as	and a brief conclusion, as well as other organisational devices	
	100	well as other organisational devices	and a brief conclusion, as well as other organisational devices	
		Can, with support, proof-read and amend their own	Independently, proof-read and amend their own writing, checking for	Consistently and confidently proof-read and amend their own writing,
	g ng	writing, checking for accuracy of grammar and	accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g.	checking for accuracy of grammar, vocabulary and use of
	Drafting and Editing	vocabulary and use of pronouns throughout the text.	spotting repetitious language, verb/subject disagreement or lapses in tense.	pronouns throughout the text.
	'af Ec	vocabalary and use of profibalis introughout the text.	sporting repetitions language, verby subject disagreement of lapses in tense.	pronouns introughour the text.
	Dr			
	0			
		Expansion of noun phrases (see sentence structure and	Expansion of noun phrases (see sentence structure and grammar)	Confidently and independently through writing across the curriculum:
		grammar)		
	<u>~</u>		Noun phrases, adverbs and adjectives are used to create variety and add	Expansion of noun phrases (see sentence structure and grammar)
	of Ilat	Starting to use noun phrases, adverbs and adjectives are	interest.	
	se abı	used to create variety and add interest.	Adjectives are sometimes modified for emphasis.	Noun phrases, adverbs and adjectives are used to create variety and add
	6 u		Beginning to use a wider range of powerful verbs.	interest.
	ti √s	Adjectives are beginning to be modified for emphasis.	Attempts to use technical and precise vocabulary in non-narrative writing	Adjectives are sometimes modified for emphasis. Beginning to use a wider range of powerful verbs.
	Effective use of language/Vocabulary	Beginning to use a range of powerful verbs.	Aftempts to use technical and precise vocabulary in non-narrative writing	Beginning to use a wider range of powerful verbs.
	Eff1	beginning to use a range of powerful verbs.	Writer's viewpoint is established, but may not be maintained.	Attempts to use technical and precise vocabulary in non-narrative
	<u>la</u>	Some evidence of viewpoint, e.g. use of authoritative	Wither 3 viewpoint is established, but flidy not be fluintamed.	writing
		voice or some evaluative comment, but may not be		Willing
		maintained.		Writer's viewpoint is established, but may not be maintained.
		Spelling rules and guidance from English Appendix 1	Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied	Spelling rules and guidance from English Appendix 1 (yea 3 and 4) applied
		(year 3 and 4) mostly applied	The state of the s	The state of the s
	Spelling	7		Spelling is usually accurate demonstrating a deep understanding of a
· <u>≍</u>	<u> </u>			wide range of spelling rules and word families
	Sp			
Transcription				
5		The she discoul and benjamed senters and the first	The the discount and beginning absolute the telestical attention to the	I los abs diseased and beginning agentics occided as television of
S	ри	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best
=	iŦi	on another are best left unjoined	which letters, when adjacent to on another are best left unjoined	left unjoined
<u>6</u>	Handwri†ing	on another are best left unjoined	The children should be using towards a joined, legible style of handwriting.	iej i urijorneu
1 📻	ρuα	The children should be using towards a joined, legible	The children should be using rowal as a joined, legible style of handwitting.	The children should be using towards a joined, legible style of
1	ヹ	style of handwriting.		handwriting.
	I	STYTE OF MUNICIPALITY.		nunuwi iinig.