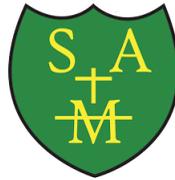


Writing at St Augustine's Catholic Primary School



Year 3 and Year 4 End Points

Year 3 Core	Year 4 Core	Expected Standard TAF Statements (for reference)
7a. Spell identified commonly misspelt words from Year 3 and 4 word list. 6. Know how to spell words with additional prefixes and suffixes and understand how to add them to root words . For example – form nouns using super, anti, auto. (See English Appendix 1)	1a. Spell identified commonly misspelt words from Year 3 and 4 word list. Use strategies to identify root words, syllables and make analogies from familiar words.	1. Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
7b. Recognise and spell additional homophones . Eg. – he'll, heel, heal.	1b. Confidently use the first two or three letters of a word to check its spelling in a dictionary.	
1. Write a narrative with a clear structure, setting, characters and plot. Group related material together to form simple paragraphs.	2. Write a narrative with a clear structure, setting, characters and plot.	2. In narratives, describe settings, characters and atmosphere
	3. Compose sentences including fronted adverbials and noun phrases to convey character and plot.	3. Integrate dialogue in narratives to convey character and advance the action
	4. Make careful choices about vocabulary used. Use expanded noun phrases with modifying adjectives and prepositional phrases . (The strict teacher with curly hair).	4. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
2. Write a non-narrative using simple organisational devices such as headings and sub-headings, including paragraphs in writing.	5a. Organise writing in paragraphs with clear themes , using cohesive devices to link them together.	5. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
5. Use a range of sentences with more than one clause by using a wider range of conjunctions , e.g. <i>when, if, because, although</i>	5b. Use cohesive devices and a range of sentences with more than one clause . Use appropriate nouns or pronouns within and across sentences to avoid repetition .	
4. Be consistent in use of tenses and use the perfect form of verbs (e.g. I have walked) to mark relationships of time and cause.	6a. Ensure the consistent and correct use of tense throughout a piece of writing.	

	6b. Ensure correct subject and verb agreement when using singular and plural.	6. Use verb tenses consistently and correctly throughout their writing
3. Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	7a. CL and FS including proper nouns Exclamation marks Question marks commas in a list	7. Use the range of punctuation taught at key stage 2 mostly correctly
3b. As Y2 with the following punctuation for sentences: <ul style="list-style-type: none"> • Commas for lists. • exclamation marks • apostrophes to mark contractions • apostrophes to mark singular possession inverted commas to punctuate direct speech	7b. Use commas after reporting clause/fronted adverbials/to clarify meaning -apostrophes for contractions and possession	
	8a. Correctly use inverted commas to punctuate direct speech across a range of genres.	8. Use inverted commas and other punctuation to indicate direct speech
	8b. Develop ability to punctuate direct speech with additional punctuation across a range of genres.	
8. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. 9. Increase the legibility, consistency and quality of their joined handwriting: <ul style="list-style-type: none"> • Down strokes of letters are parallel 	9. Demonstrate control and maturity in joined handwriting style ensuring appropriate spacing, clear ascenders and descenders.	9. Maintain legibility in joined handwriting when writing at speed.

Supplementary Statements

1. Use words with additional prefixes and suffixes and understand how to add them to root words. For example – <i>ation, ous, ion, ian</i> .	1. Understand the general rules for adding prefixes and suffixes .
2. Recognise and spell a range of homophones. For example – accept and except, whose and who's.	2. Distinguish between homophones and other words which are often confused.
3. Learn how to use a thesaurus and introduce synonyms into their writing.	
Write a non-narrative using organisational devices appropriate to the text type.	5. Write a non-narrative using simple organisational devices such as headings and sub-headings.
7. Begin to assess the effectiveness of writing by: -editing to improve vocabulary, grammar and punctuation -redrafting to improve the overall effect and clarify meaning.	

Greater Depth Standard Y3	Greater Depth Standard Y4	Greater Depth TAF (for reference)
1. Maturity and Flair for writing 2. Command of vocabulary, language 3. Select the appropriate form and register for the audience and purpose of the writing.	1. Maturity and Flair for writing 2. Command of vocabulary, language 3. Select the appropriate form and register for the audience and purpose of the writing.	write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) distinguish between the language of speech and writing and choose the appropriate register
		exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

4.Mastery of Y3 punctuation and sentence structures inc punctuation of speech

4.Mastery of Y4 punctuation and sentence structures inc punctuation of speech

use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.