



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