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|  | Y4 Target: Expected | Target achieved | | |
|  | Writing demonstrates a mix of sentence structures, including subordinate clauses, and ideas are organised into paragraphs. Adverbials, pronouns and nouns are used to make links between sentences and expanded noun phrases add detail. An increasingly varied and rich vocabulary is developing. A range of punctuation is mostly used correctly, including: inverted commas and a comma after the reported clause in speech; commas after fronted adverbials; question and exclamation marks; apostrophes for contraction and possession. Past and present tenses are used mostly correctly with use of other verb forms and subject-verb agreement is mostly correct. In narrative, settings, character & plots are created. Simple organisational devices are used in non-fiction. Prefixes, suffixes and homophones are mostly spelt correctly. Handwriting is joined and becoming increasingly more legible and consistent. |  |  |  |
|  | **Spelling:** | | | |
|  | To spell prefixes and suffixes correctly |  |  |  |
|  | To spell most homophones correctly |  |  |  |
|  | **Handwriting and Presentation:** | | | |
|  | Using diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. |  |  |  |
|  | **Composition:** | | | |
|  | ***Plan their writing through;***   1. discussion and recording of ideas |  |  |  |
| 1. organise ideas into paragraphs |
|  | ***Draft and Write:***   1. use simple organisational devices |  |  |  |
|  | 1. use rich, ambitious and relevant topic vocab |  |  |  |
|  | 1. use an increasing range of sentences to create atmosphere. |  |  |  |
|  | 1. organise into paragraphs |  |  |  |
|  | 1. create settings, characters and plot |  |  |  |

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|  | Y4 Target: Expected | Target achieved | | |
|  | ***Evaluate and Edit:*** |  |  |  |
|  | i) assessing effectiveness of own writing |  |  |  |
|  | ii) making changes to grammar, punctuation, vocabulary and spelling. |  |  |  |
|  | ***Vocabulary, Grammar and Punctuation;*** |  |  |  |
|  | i) range of sentences with more than one clause including the use of following conjunctions: when, if because, although |  |  |  |
|  | ii) use present prefect form of verbs |  |  |  |
|  | iii) choosing nouns/pronouns for clarity and cohesion |  |  |  |
|  | iv) using conjunctions, adverbs and prepositions to express time and cause. |  |  |  |
|  | v) use fronted adverbials with a comma |  |  |  |
|  | vi) indicate possession by using possessive apostrophes for singular and plural nouns |  |  |  |
|  | vii) using and punctuating direct speech. |  |  |  |
|  | viii) use noun phrases expanded by the addition of modifying adjectives, noun and preposition phrases e.g. ‘The teacher…’ becomes ‘The strict maths teacher with curly hair…’ |  |  |  |
|  | ix) understand and use a range of determiners; a, an, the, numerical, possession |  |  |  |

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|  | Y4 Target: Greater Depth | Target achieved | | |
|  | **The pupil can:** | | | |
|  | * 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 writing3 and choose the appropriate register |  |  |  |
|  | * exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this |  |  |  |
|  | * 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. |  |  |  |