



### **1. Composition: Sentences**

- 1a. Use a variety of simple, compound and complex sentences throughout
- 1b. Use adverbials in different positions in a sentence
- 1c. Extend sentences using a wider range of coordinating and subordinating conjunctions
- 1d. Subjects and verbs agree (was/were)
- 1e. Can use verb tenses consistently and accurately
- 1f. Verbs are qualified by adverbs and adverbial phrases
- 1g. Can choose nouns or pronouns appropriately to avoid repetition

### **2. Punctuation**

- 2a. Use full stops and capital letters to demarcate sentences accurately
- 2b. Use exclamation marks and question marks accurately
- 2c. Consistently use capital letters for proper nouns
- 2d. Use inverted commas mostly accurately
- 2e. Use commas in a list
- 2f. Use commas after fronted adverbials
- 2g. Use commas for separating clauses, although not always accurately
- 2h. Use the apostrophe for omission mostly correctly
- 2i. Indicate possession by using the possessive apostrophe with plural nouns e.g. The pupils'

### **3. Composition: Narrative**

- 3a. Use a varied and rich vocabulary to describe setting and characters
- 3b. Use separate paragraphs for changes in time and place
- 3c. Write a clear story structure with build-up and climax
- 3d. Begin to develop characterisation through describing how characters look, react, talk or behave

### **4. Composition: Non-Fiction**

- 4a. Write a clear introduction, followed by logical paragraphs, drawing to a defined conclusion
- 4b. Use organisational devices confidently e.g. headings and subheadings, bullet points, introductory phrases
- 4c. Include details to add interest, to persuade or to direct
- 4d. Expresses an opinion by giving justification for their ideas

### **5. Composition: Editing**

- 5a. Propose changes to grammar
- 5b. Proof read to check for spelling errors using a dictionary
- 5c. Proof read to check for missing punctuation
- 5d. Check own writing against genre success criteria and make improvements
- 5e. Read peers' writing and suggest improvements

### **6. Spelling**

- 6a. Spell most of the Year 3 & 4 word list in writing
- 6b. Prefixes from English Appendix 1 are used correctly e.g. il, ir, inter, auto, mis
- 6c. Suffixes from English Appendix 1 are used correctly e.g. ly, ion
- 6d. Use most Y4 spelling rules (RWI scheme)
- 6e. Use homophones mostly accurately

### **7. Handwriting**

- 7a. Clear differentiation between ascenders and descenders
- 7b. Increasing the legibility, consistency and quality of their handwriting
- 7c. Uses the diagonal and horizontal strokes that are needed to join letters