

4	Transcription / Word	Handwriting	Sentence	Punctuation	Composition		
End of year expectations							
	<ul style="list-style-type: none"> I use specific nouns and powerful verbs effectively and purposefully I can use pronouns to avoid repetition or ambiguity I use a fronted adverbial correctly using a comma I can explain and demonstrate the difference between plural and possessive 's' I can use the standard English forms verb inflections (e.g. we were not we was) I can use the first two or three letters of word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> I can 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 I am increasing the legibility, consistency and quality of my handwriting; for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> I can use the present perfect form of verbs in contrast to the past tense I can use pronouns appropriately to avoid repeating the noun I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or prepositions (before, after, during) I can identify the main and subordinate clause in a sentence I can use paragraphs as a way to group related material I can use fronted adverbials I can write, from memory, simple sentences dictated by the teacher with the correct punctuation 	<ul style="list-style-type: none"> I can use inverted commas and other punctuation to punctuate or indicate direct speech I can use commas after fronted adverbials I can use a comma to mark a pause in a complex sentence. I can indicate possession by using the possessive apostrophe with plural nouns 	<p>Planning:</p> <ul style="list-style-type: none"> I can talk about a genre of writing identifying its structure, vocabulary and grammar. I can discuss and record my ideas <p>Draft and write:</p> <ul style="list-style-type: none"> I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. I can organise my writing in paragraphs around a theme I can use the features of non-narrative material I can create settings, characters and plot in narrative writing. I can write in a variety of genre. <p>Evaluating:</p> <ul style="list-style-type: none"> I can proof read my work to check for spelling, grammar and punctuation errors. I can assess the effectiveness of my own and others writing. I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. I can evaluate what I have written with the teacher or another pupil. 		
	15.3 Mastering I can use all the appropriate rules accurately in my writing	15.3 Mastering I can write fluently at length in a legible style	15.3 Mastering My sentences are varied in structure in order to create different effects I can explain what the present perfect form of verbs means.	15.3 Mastering My writing includes accurately punctuated speech where appropriate			
15-2	<ul style="list-style-type: none"> I can confidently use nouns and pronouns. I can use fronted adverbials I can use and apply each of the rules within my writing 	15-2	<ul style="list-style-type: none"> I am increasing the legibility, consistency and quality of my handwriting 	15-2	<ul style="list-style-type: none"> I can correctly use the present perfect tense in contrast to the past tense in my work I use pronouns accurately in my work. I use these accurately in my work. I can use a variety of sentences with more than one clause. I can demonstrate my understanding in my writing. 	15-2	<ul style="list-style-type: none"> I can use speech appropriately in my writing. I can accurately use commas in speech and lists in my writing I can demonstrate my understanding in my writing.
15-1		15-1		15-1		15-1	
14-2		14-2		14-2		14-2	
	<ul style="list-style-type: none"> I can choose specific nouns and powerful verbs depending on the purpose of my writing I am beginning to use fronted adverbials I can compare the apostrophe for omission with the apostrophe for possession. I can explain and demonstrate the difference between plural and possessive 's' I can use the standard English forms verb inflections (e.g. we were not we was) I can use the first two or three letters of word to check its spelling in a dictionary. 		<ul style="list-style-type: none"> I can 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 (as per school policy) 		<ul style="list-style-type: none"> I can use the present perfect form of verbs in contrast to the past tense. I can use pronouns appropriately to avoid repeating the noun I can express time, place and cause using conjunctions, adverbs or prepositions. I can identify the main and subordinate clause in a sentence I can use paragraphs as a way to group related material. I can use fronted adverbials 		<ul style="list-style-type: none"> I can consistently punctuate speech accurately in my writing. I can use commas after fronted adverbials. I can indicate possession by using the possessive apostrophe with plural nouns.
14-1		14-1		14-1		14-1	
13-2		13-2		13-2		13-2	
	<ul style="list-style-type: none"> I am developing my use of specific nouns and powerful verbs I can use a dictionary to check the meaning of new words I am familiar with using a thesaurus to expand vocabulary I am using a range of nouns or pronouns. I can understand and identify fronted adverbials I understand the basic rules for singular and plural nouns. I can apply rules when using an apostrophe for possession. 		<ul style="list-style-type: none"> I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters I can use spacing between words that reflects the size of the letters. 		<ul style="list-style-type: none"> I can express time, place and cause using conjunctions (when, before, after). I can identify the main clauses in sentences I have written. I can explore the use of adverbials. 		<ul style="list-style-type: none"> I can use inverted commas to punctuate direct speech. I can apply rules when using an apostrophe for possession.
13-1		13-1		13-1		13-1	
Sounds							
<ul style="list-style-type: none"> Words with endings sounding like /ʒə/ or /fʒə/ e.g. measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure Words with the /s/ sound spelled sc (Latin in origin) e.g. science, scene, discipline, fascinate, crescent Endings which sound like /ʒən/ e.g. division, invasion, confusion, decision, collision, television Endings which sound like /ʃən/, spelled -tion, -sion, -ssion, -cian e.g. invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension, musician, electrician, magician, politician, mathematician Ending with the /g/ sound spelled -gue and the /k/ sound spelled -que (French in origin) e.g. league, tongue, antique, unique Suffix -ation e.g. information, adoration, sensation, preparation, admiration suffix -ous e.g. poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous Prefixes - re- (re-: redo, refresh, return, reappear, redecorate), sub- (sub-: subdivide, subheading, submarine, submerge), inter- (inter-: interact, intercity, international, interrelated (inter + related)) Possessive apostrophe with plural words e.g. girls', boys', babies', children's, men's, mice's Homophones and near-homophones e.g. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear Words which are often misspelt when prefixes and suffixes are added, disappear (add dis to appear), disappoint (add dis to appoint), beginning, business, necessary, unnecessary, necessarily See Appendix 1 and 2, National Curriculum (year3/4) 							

Terminology

Adverb. preposition conjunction. word familv. prefix. clause. subordinate clause. direct speech. consonant. consonant letter vowel. vowel letter. inverted commas (or speech marks)