

4	Composition	Spelling	Handwriting	Vocabulary & Grammar	Punctuation
15-2	I can discuss and apply the genre of writing I am planning to write, learning from its structure, vocabulary and grammar. I can discuss and record my ideas effectively, sometimes in independent ways. I can compose and rehearse sentences orally (including dialogue), gradually building a varied and rich vocabulary and an increasing range of sentence structures. I can organise my writing in paragraphs around a theme. I can use and apply the features and simple organisational devices of non-narrative material.	15-2 I can use further prefixes and suffixes, and understand how to add them e.g. mis-, in-, im-/immature-, anti-/anti-clockwise, -ly/angrily, -sion/division, -ous/poisonous, -sion/permission. I spell further homophones and know what each spelling means e.g. mail/male, knot/not, missed/mist. I spell most words that are often misspelt [POS statutory list Y3-4] and other similar words e.g. address, disappear, material, particular. (Apostrophe: see Punctuation) I can use a dictionary confidently to look up words for their spelling and meaning. I write from memory sentences dictated by the teacher; I can independently apply the Y4 spelling and wider range of punctuation rules I have been taught. I use a range of strategies to help me spell new, challenging words, including my understanding of the structure of words: root/prefix/suffix/ or past tense/ plural endings. I sometimes use a mnemonic to help me with a difficult word.	15-2 I can use the diagonal / horizontal strokes needed to join letters, and understand which letters are best left unjoined. I use joined writing throughout my independent writing, according to the school's handwriting policy. My writing is consistently legible and even in size; downstrokes are parallel and equidistant. My writing is spaced well, so that one line does not overlap another. I take pride in my handwriting and the general presentation of my work.	15-2 I can correctly use the present perfect tense in contrast to the past tense in my writing. I use pronouns appropriately and accurately in my work, to avoid repetition and ambiguity. I can express time, place and cause using a range of conjunctions which could be adverbs or prepositions. I can independently identify the main and subordinate clause in most sentences. I use my knowledge to vary my sentences. I can write, from memory, sentences dictated by an adult; I apply the correct punctuation. I can identify, use and punctuate fronted adverbials. I can confidently add information to nouns by writing expanded noun phrases; sometimes these include prepositions e.g. the sleek puma on the ledge. I can use standard English forms regularly in my spoken and written English. I am learning to show the difference between standard and non-standard forms, e.g. when I write dialogue in a story. I regularly use a thesaurus to provide me with similar words and synonyms for my writing.	15-2 I can regularly use inverted commas and other punctuation to indicate direct speech (including the comma, and 'end punctuation' within inverted commas) e.g. "The conductor shouted, "Sit down!" I can use commas after fronted adverbials. I regularly and accurately use a comma to mark a pause in sentences of two or more clauses. I can indicate possession by using the apostrophe with singular and plural nouns, including irregular nouns e.g. men's match; children's school. I independently and regularly use the apostrophe for a range of contractions.
15-1	I can independently create settings, characters and plot in narrative writing, shaping an effective and balanced story. I can assess the effectiveness of my own and others' writing. I can read my writing aloud to a group or class, using appropriate intonation, tone and volume to make the meaning clear. I can proof-read my work to check for spelling, grammar and punctuation errors. My writing across the curriculum shows that I can write appropriately for a range of purposes and audiences e.g. I can write an explanation, a story or a description.	15-1 My writing shows that I am learning to spell a growing range of words using prefixes and suffixes e.g. auto/automatic, -y/happily, -ion/invention, -ion/musician. I spell many homophones [POS 3-4] and know what they mean e.g. weather/whether, reign/rein/train. I spell many words that are often misspelt [POS statutory list 3-4] and other similar words e.g. believe, complete, medicine, possible. (Apostrophe: see Punctuation) I can use the first two or three letters of word to check its spelling in a dictionary. I write from memory simple sentences dictated by the teacher; I mostly apply the spelling and punctuation rules I have been taught. I am building my bank of strategies to help me spell new words; I routinely look for roots and prefixes or suffixes to help me. I know a few mnemonics to help with difficult words.	15-1 I use joined writing in most of my independent writing; I understand which letters are best left un-joined. I can write letters which are even in size and direction, both lower case and capital letters. I can check on the consistency of my handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant. I take pride in my handwriting and aim to use the page correctly.	15-1 I can explain what the present perfect form of verbs means, and I can sometimes use it correctly in contrast to the past tense. I can use the right pronoun e.g. he/she/it/they to avoid repeating the noun. I can express time, place and cause using conjunctions; I know that some are adverbs e.g. then, next, and some are prepositions (relations of time) e.g. before, after, during. I can identify the main and subordinate clause in a sentence by myself. I am learning to adjust the position of the sub-clause. I can write, from memory, sentences dictated by the teacher; I apply the punctuation correctly, including inverted commas for dialogue. I am beginning to use fronted adverbials in my own writing, to make the text flow. I can choose specific nouns and create noun phrases depending on the purpose of my writing. I read and talk about texts which use non-standard and standard English forms; I am learning to identify 'errors' and to spot them in my own or others' writing, or in texts e.g. dialogue. I know how to use a thesaurus to grow the bank of words I know and use.	15-1 I can use and punctuate speech in most of my writing, using inverted commas. I use other punctuation necessary, sometimes independently. I practise using commas after fronted adverbials. I practise using a comma to mark a pause during dictations; my writing shows that I can apply commas in this way sometimes. I can indicate possession by using the possessive apostrophe with plural nouns. I can compare the apostrophe for omission with the apostrophe for possession I can explain and demonstrate
14-2	I can discuss the genre of writing which I am planning to write, identifying its structure, vocabulary and grammar. I can discuss my ideas with others; I record them either in notes or in full, according to the task. I can compose and rehearse sentences orally, and am improving my use of dialogue so that it sounds different from 'story telling'. The lengths of my sentences vary. I can use paragraphs as a way to group related material. I am gaining confidence to apply what I know about the features of non-fiction texts to my own work. I can write a sequential plot, which builds through its problem to a resolution for its characters. My settings are descriptive. I am learning to be more specific in my evaluations of my own and others' writing, rather than making general or vague comments. I read my writing aloud to others, aiming to use the right expression to make the meaning clear; I try to project my voice clearly too. I regularly proof-read my work, and am able to check for errors in spelling, punctuation and grammar with some independence. My writing across the curriculum shows that I experience writing for different purposes; I can change the language and vocabulary I use for different audiences.	14-2 I can find the root word and the prefix or suffix if there is one. I am learning what these mean and how to add them e.g. -ation added to verbs to form nouns =information/adoration. I spell a set of homophones [POS 3-4] and use these correctly in my writing e.g. heel/heal, groan/grown. I spell a growing set of words that are often misspelt [POS statutory list 3-4] and other similar words e.g. answer, build, centre, different, difficult, probably, question, surprise. (Apostrophe: see Punctuation) With occasional guidance, I use a dictionary to look up words, sometimes using the second or third letter. I write simple dictated sentences from memory; I can apply some of the new spellings and punctuation rules we have been learning. We are learning to find different ways to tackle new spellings. I sometimes show that I independently know how to break up the word into its different parts; e.g. root/prefix/affix. I understand the rules to form plural nouns.	14-2 My writing is gaining fluency and shows that I often join letters, according to the school's handwriting policy. I am able to write letters which are even in size and direction, both lower case and capital letters. I can check that lines of writing are spaced out well. I discuss handwriting and presentation in specific ways. I usually remember to use the margin correctly.	14-2 I can sometimes identify and use the present perfect form of verbs correctly in my spoken and written English. I understand the term 'pronoun' and can find them in the text. Usually I use them correctly. I can use a range of conjunctions to make my writing flow, and to show the passing of time. I can usually identify the main and subordinate clause in a sentence, particularly when working with others. I can write, from memory, sentences dictated by the teacher; provided that I understand the meaning, I can add punctuation by myself, with some guidance about commas. I am learning to find adverbials in the text. I practise using some myself. I am using a range of nouns and can describe nouns in more detail by adding adjectives. With others, I discuss correct and incorrect use of standard English e.g. I did/I done; We were; We was. I am becoming familiar with using a thesaurus to expand vocabulary. I work with others to generate new words.	14-2 I am learning to punctuate direct speech accurately in my writing, including associated punctuation marks. I am learning to identify adverbials, and that sometimes these begin the sentence; where this occurs, I learn that a comma helps the meaning to be clear. During shared and guided work, I am learning about how commas clarify meaning; I sometimes use a comma independently to separate two clauses, in order to express myself clearly. I can use an apostrophe for possession with singular and plural nouns, though not always accurately. I can use an apostrophe to spell most contractions correctly when I write.
14-1	I can use paragraphs as a way to group related material. I am gaining confidence to apply what I know about the features of non-fiction texts to my own work. I can write a sequential plot, which builds through its problem to a resolution for its characters. My settings are descriptive. I am learning to be more specific in my evaluations of my own and others' writing, rather than making general or vague comments. I read my writing aloud to others, aiming to use the right expression to make the meaning clear; I try to project my voice clearly too. I regularly proof-read my work, and am able to check for errors in spelling, punctuation and grammar with some independence. My writing across the curriculum shows that I experience writing for different purposes; I can change the language and vocabulary I use for different audiences.	14-1 I can find the root word and the prefix or suffix if there is one. I am learning what these mean and how to add them e.g. -ation added to verbs to form nouns =information/adoration. I spell a set of homophones [POS 3-4] and use these correctly in my writing e.g. heel/heal, groan/grown. I spell a growing set of words that are often misspelt [POS statutory list 3-4] and other similar words e.g. answer, build, centre, different, difficult, probably, question, surprise. (Apostrophe: see Punctuation) With occasional guidance, I use a dictionary to look up words, sometimes using the second or third letter. I write simple dictated sentences from memory; I can apply some of the new spellings and punctuation rules we have been learning. We are learning to find different ways to tackle new spellings. I sometimes show that I independently know how to break up the word into its different parts; e.g. root/prefix/affix. I understand the rules to form plural nouns.	14-1 I use joined writing in most of my independent writing; I understand which letters are best left un-joined. I can write letters which are even in size and direction, both lower case and capital letters. I can check on the consistency of my handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant. I take pride in my handwriting and aim to use the page correctly.	14-1 I can explain what the present perfect form of verbs means, and I can sometimes use it correctly in contrast to the past tense. I can use the right pronoun e.g. he/she/it/they to avoid repeating the noun. I can express time, place and cause using conjunctions; I know that some are adverbs e.g. then, next, and some are prepositions (relations of time) e.g. before, after, during. I can identify the main and subordinate clause in a sentence by myself. I am learning to adjust the position of the sub-clause. I can write, from memory, sentences dictated by the teacher; I apply the punctuation correctly, including inverted commas for dialogue. I am beginning to use fronted adverbials in my own writing, to make the text flow. I can choose specific nouns and create noun phrases depending on the purpose of my writing. I read and talk about texts which use non-standard and standard English forms; I am learning to identify 'errors' and to spot them in my own or others' writing, or in texts e.g. dialogue. I know how to use a thesaurus to grow the bank of words I know and use.	14-1 I can use and punctuate speech in most of my writing, using inverted commas. I use other punctuation necessary, sometimes independently. I practise using commas after fronted adverbials. I practise using a comma to mark a pause during dictations; my writing shows that I can apply commas in this way sometimes. I can indicate possession by using the possessive apostrophe with plural nouns. I can compare the apostrophe for omission with the apostrophe for possession I can explain and demonstrate
13-2	I can talk about some different genres of writing, identifying with guidance their structure, vocabulary and grammar. I can discuss and record my ideas in meaningful ways. I can compose and rehearse sentences orally, gradually building a more varied and interesting vocabulary; I begin my sentences in varied ways. I am beginning to organise my writing in paragraphs around a theme, sometimes successfully. I can use some features of non-narrative texts e.g. title, subheading, text box and know some aspects of structure. My stories include settings, characters and plot in narrative writing; usually I focus on one or two of these. I can evaluate what I have written with the teacher and other pupils, and sometimes edit my work to make improvements. I read aloud to monitor whether my writing makes sense. I am developing my skills in proof-reading, and show that I can identify and correct spelling, grammar or punctuation errors, particularly if pointed in the right direction by the teacher. I can write some texts – either fiction or non-fiction – for different purposes. I know who the audience is; I know the purpose of my writing.	13-2 I can find the root word and the prefix or suffix if there is one. I am learning what these mean and how to add them e.g. -ation added to verbs to form nouns =information/adoration. I spell a set of homophones [POS 3-4] and use these correctly in my writing e.g. heel/heal, groan/grown. I spell a growing set of words that are often misspelt [POS statutory list 3-4] and other similar words e.g. answer, build, centre, different, difficult, probably, question, surprise. (Apostrophe: see Punctuation) With occasional guidance, I use a dictionary to look up words, sometimes using the second or third letter. I write simple dictated sentences from memory; I can apply some of the new spellings and punctuation rules we have been learning. We are learning to find different ways to tackle new spellings. I sometimes show that I independently know how to break up the word into its different parts; e.g. root/prefix/affix. I understand the rules to form plural nouns.	13-2 My writing is gaining fluency and shows that I often join letters, according to the school's handwriting policy. I am able to write letters which are even in size and direction, both lower case and capital letters. I can check that lines of writing are spaced out well. I discuss handwriting and presentation in specific ways. I usually remember to use the margin correctly.	13-2 I can sometimes identify and use the present perfect form of verbs correctly in my spoken and written English. I understand the term 'pronoun' and can find them in the text. Usually I use them correctly. I can use a range of conjunctions to make my writing flow, and to show the passing of time. I can usually identify the main and subordinate clause in a sentence, particularly when working with others. I can write, from memory, sentences dictated by the teacher; provided that I understand the meaning, I can add punctuation by myself, with some guidance about commas. I am learning to find adverbials in the text. I practise using some myself. I am using a range of nouns and can describe nouns in more detail by adding adjectives. With others, I discuss correct and incorrect use of standard English e.g. I did/I done; We were; We was. I am becoming familiar with using a thesaurus to expand vocabulary. I work with others to generate new words.	13-2 I am learning to punctuate direct speech accurately in my writing, including associated punctuation marks. I am learning to identify adverbials, and that sometimes these begin the sentence; where this occurs, I learn that a comma helps the meaning to be clear. During shared and guided work, I am learning about how commas clarify meaning; I sometimes use a comma independently to separate two clauses, in order to express myself clearly. I can use an apostrophe for possession with singular and plural nouns, though not always accurately. I can use an apostrophe to spell most contractions correctly when I write.
13-1	I can talk about some different genres of writing, identifying with guidance their structure, vocabulary and grammar. I can discuss and record my ideas in meaningful ways. I can compose and rehearse sentences orally, gradually building a more varied and interesting vocabulary; I begin my sentences in varied ways. I am beginning to organise my writing in paragraphs around a theme, sometimes successfully. I can use some features of non-narrative texts e.g. title, subheading, text box and know some aspects of structure. My stories include settings, characters and plot in narrative writing; usually I focus on one or two of these. I can evaluate what I have written with the teacher and other pupils, and sometimes edit my work to make improvements. I read aloud to monitor whether my writing makes sense. I am developing my skills in proof-reading, and show that I can identify and correct spelling, grammar or punctuation errors, particularly if pointed in the right direction by the teacher. I can write some texts – either fiction or non-fiction – for different purposes. I know who the audience is; I know the purpose of my writing.	13-1 I can find the root word and the prefix or suffix if there is one. I am learning what these mean and how to add them e.g. -ation added to verbs to form nouns =information/adoration. I spell a set of homophones [POS 3-4] and use these correctly in my writing e.g. heel/heal, groan/grown. I spell a growing set of words that are often misspelt [POS statutory list 3-4] and other similar words e.g. answer, build, centre, different, difficult, probably, question, surprise. (Apostrophe: see Punctuation) With occasional guidance, I use a dictionary to look up words, sometimes using the second or third letter. I write simple dictated sentences from memory; I can apply some of the new spellings and punctuation rules we have been learning. We are learning to find different ways to tackle new spellings. I sometimes show that I independently know how to break up the word into its different parts; e.g. root/prefix/affix. I understand the rules to form plural nouns.	13-1 My writing is gaining fluency and shows that I often join letters, according to the school's handwriting policy. I am able to write letters which are even in size and direction, both lower case and capital letters. I can check that lines of writing are spaced out well. I discuss handwriting and presentation in specific ways. I usually remember to use the margin correctly.	13-1 I can sometimes identify and use the present perfect form of verbs correctly in my spoken and written English. I understand the term 'pronoun' and can find them in the text. Usually I use them correctly. I can use a range of conjunctions to make my writing flow, and to show the passing of time. I can usually identify the main and subordinate clause in a sentence, particularly when working with others. I can write, from memory, sentences dictated by the teacher; provided that I understand the meaning, I can add punctuation by myself, with some guidance about commas. I am learning to find adverbials in the text. I practise using some myself. I am using a range of nouns and can describe nouns in more detail by adding adjectives. With others, I discuss correct and incorrect use of standard English e.g. I did/I done; We were; We was. I am becoming familiar with using a thesaurus to expand vocabulary. I work with others to generate new words.	13-1 I am learning to punctuate direct speech accurately in my writing, including associated punctuation marks. I am learning to identify adverbials, and that sometimes these begin the sentence; where this occurs, I learn that a comma helps the meaning to be clear. During shared and guided work, I am learning about how commas clarify meaning; I sometimes use a comma independently to separate two clauses, in order to express myself clearly. I can use an apostrophe for possession with singular and plural nouns, though not always accurately. I can use an apostrophe to spell most contractions correctly when I write.

End of year expectations

Composition	Spelling	Handwriting	Vocabulary & Grammar	Punctuation
<p>I can discuss writing similar to that which I am planning in order to understand and learn from its structure, vocabulary and grammar.</p> <p>I can discuss and record my ideas.</p> <p>I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>I can organise my writing in paragraphs around a theme.</p> <p>I can use the features and simple organisational devices of non- narrative material.</p> <p>I can create settings, characters and plot in narrative writing.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can read aloud my own writing, to a group or class, using appropriate intonation, tone and volume to make the meaning clear.</p> <p>I can proof-read my work to check for spelling, grammar and punctuation errors.</p> <p>I can write in a variety of genre, writing for a range of real purposes and audiences as part of work across the curriculum e.g. an explanation, narrative or description.</p>	<p>I can use further prefixes and suffixes and understand how to add them [Appendix 1 Y3-4].</p> <p>I spell further homophones.</p> <p>I spell words that are often misspelt (Appendix 1 Y3-4).</p> <p>I can place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals e.g. children's.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.</p> <p>I can learn to spell new words correctly and have plenty of practice in spelling them.</p> <p>I can use my knowledge of how words are structured (root +affix) to help me spell new words.</p>	<p>I can use the diagonal and horizontal strokes needed to join letters and I understand which adjacent letters are better left unjoined.</p> <p>I join my writing throughout my work.</p> <p>My writing is consistently legible and even in size; downstrokes are parallel and equidistant.</p> <p>My writing is spaced sufficiently so that the ascenders and descenders do not touch.</p>	<p>I can use the present perfect form of verbs in contrast to the past tense.</p> <p>I can use pronouns appropriately to avoid ambiguity or repeating the noun.</p> <p>I can extend my range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>I can identify the main and subordinate clause in a sentence.</p> <p>I can write, from memory, sentences dictated by a teacher with the correct punctuation.</p> <p>I identify and use a fronted adverbial.</p> <p>I use specific nouns and noun phrases to add detail and precision.</p> <p>I can use standard English forms to make the subject and verb agree e.g. We were; I did. I am beginning to apply what I have learned about the difference between standard and non-standard forms e.g. in dialogue.</p> <p>I regularly use a thesaurus to provide me with similar words and synonyms.</p>	<p>I can use and punctuate direct speech.</p> <p>I can use commas after fronted adverbials.</p> <p>I can use a comma to mark a pause in a sentence of two or more clauses.</p> <p>I can indicate possession by using the possessive apostrophe with singular and plural nouns, including irregular nouns e.g. children's.</p> <p>I can explain and demonstrate the difference between plural and possessive -s.</p> <p>I can indicate omission by using the apostrophe e.g. in contractions.</p>