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| **Name:** |
| Working **TOWARDS** the **Year 4** expected standard |  |  |  |  |
| • separate sections of writing with **subheadings** for non-fiction |  |  |  |  |
| • **describe characters** using **expanded** **noun phrases** E.g. Enormous, grey elephant |  |  |  |  |
| • some well-chosen adverbs and verbs: E.g. anxiously, leapt  |  |  |  |  |
| • Use **prepositions** for time or place E.g before, after, during  |  |  |  |  |
| • use **co-ordinating** and **subordinating conjunctions** when, if, because |  |  |  |  |
| • **correctly use**  | **capital letters/ full stops** |  |  |  |  |
| **question marks & exclamation marks** |  |  |  |  |
| **commas for lists** |  |  |  |  |
| **apostrophes for singular possession** |  |  |  |  |
| **apostrophes for contraction**  |  |  |  |  |
| • **spell words correctly** (year 1, 2 & some of 3/4 list) |  |  |  |  |
| • most letters are **joined** |  |  |  |  |
| • find **errors in punctuation** and **make changes** |  |  |  |  |
| Working **AT** the **Year 4** expected standard |  |  |  |  |
| • write stories **describing settings**, **characters** and **using expanded noun phrases and powerful verbs** |  |  |  |  |
| • write some **dialogue between characters**  |  |  |  |  |
| • begin to use new **paragraphs** to signal changes in time, place or topic  |  |  |  |  |
| • use **fronted adverbials of time** E.g.At midday, In the evening, |  |  |  |  |
| • use **consistent tense**  |  |  |  |  |
| • use **have or has in the present tense**  |  |  |  |  |
| • recognise and use **subordinate clauses**, E.g. using although |  |  |  |  |
| • use **singular and plural nouns** correctly |  |  |  |  |
| • correctly use | **all punctuation at working towards**  |  |  |  |  |
| **ellipses to end a paragraph**  |  |  |  |  |
| **inverted commas in dialogue** |  |  |  |  |
| **commas to separate clauses in dialogue** |  |  |  |  |
| **plural possessive apostrophes: girls’ boys’** |  |  |  |  |
| • **spell words correctly** (year 3 and 4 list)  |  |  |  |  |
| • write in **clear, joined** handwriting. |  |  |  |  |
| • **edit for errors in spelling and punctuation** and **improve** my writing |  |  |  |  |
| Working **ABOVE** the **Year 4** expected standard |  |  |  |  |
| • use suitable **headings and subheadings** in non-fiction and appropriate use of **paragraphing** in fiction |  |  |  |  |
| • spell **powerful and ambitious words and phrases** correctly for meaning and effect |  |  |  |  |
| • use the **full range of punctuation** taught at Year 3/4  |  |  |  |  |
| • use and punctuate sentences with structures including adverbials and subordinate clauses. |  |  |  |  |
| • use well-chosen verbs, adverbs, conjunctions and pronouns that **avoid repetition**  |  |  |  |  |
| • **edit and improve** the punctuation and spelling in my writing |  |  |  |  |