

YEAR 4 ENGLISH: WRITING: SPELLING	
Spell further homophones	
Spell most words from the Y3/4 spelling list and some of Y5/6 words.	
Use the first three letters of a word to check its spelling in a dictionary	
Use further suffixes and understand how to add them (English Appendix 1)	
Write from memory simple sentences, dictated by the teacher, that include punctuation taught so far, including capital letters, full stops and ?	
ENGLISH: WRITING: PUNCTUATION	
Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")	
Place the possessive apostrophe accurately in words with irregular plurals [e.g. children's]	
Use apostrophe's for contraction mostly correctly	
ENGLISH: WRITING: HANDWRITING AND PRESENTATION	
Increase legibility, consistency and quality of handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	
ENGLISH: WRITING: ORGANISATION AND RANGE	
Use of paragraphs to organise ideas around a theme	
Write for a range of purposes, including non-fiction, and use headings, bullet points etc.	
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	
ENGLISH: WRITING: PLANNING AND DRAFTING	
Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure	
In narratives, describe settings and characters	
Draft and write by composing and rehearsing sentences orally progressively building an increasing range of sentence structures	
ENGLISH: WRITING: EDITING AND READING ALOUD	
Proposing changes to grammar to improve consistency, including the accurate use of pronouns in sentences	
Proof-read for punctuation errors when editing ensuring CL, FS, ? ! and commas for lists are mostly	
Read aloud their own writing, to a group or the whole class, using appropriate intonation so that the meaning is clear.	
ENGLISH: WRITING: GRAMMAR	
The grammatical difference between plural and possessive -s	
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	
Recognise and use prepositions	
Use a range of conjunctions	
Appropriate choice of pronouns including possessive.	
Recognise and use determiners	
Recognise and use fronted adverbials punctuated with commas.	

BOLD Statements needed for Greater Depth

EME – EMERGING	WTS – WORKING TOWARDS	EXP - EXPECTED STANDARD	GD – GREATER DEPTH
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