

	Year Four			
Transcription Spelling	Spell words with prefixes and suffixes and can add them to root words.			
	Recognise and spell homophones.			
	Use the first two or three letters of a word to check a spelling in a dictionary.			
	Spell the commonly mis-spelt words from the Y3/4 word list.			
Transcription Handwriting	Use the diagonal and horizontal strokes that are needed to join letters.			
	Understand which letters should be left unjoined.			
	My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.			
Transcription Composition	Compose sentences using a range of sentence structures.			
	Orally rehearse a sentence or a sequence of sentences.			
	Write a narrative with a clear structure, setting and plot.			
	Improve my writing by changing grammar and vocabulary to improve consistency.			
	Use a range of sentences which have more than one clause.			

	Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.			
	Use direct speech in my writing and punctuate it correctly.			
Grammar and punctuation Sentence structure	Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.			
	Use fronted adverbials.			
Grammar and punctuation Text structure	Write in paragraphs.			
	Make an appropriate choice of pronoun and noun within and across sentences.			
Grammar and punctuation Punctuation	Use inverted commas and other punctuation to indicate direct speech.			
	Use apostrophes to mark plural possession.			
	Use commas after fronted adverbials.			
Exceeding Year Four expectations	Carry out some research to find words that are particular to the event being written about.			
	Check to see if there are any sentences that can be re-organised so as to give my writing a greater impact.			
	Deliberately use short sentences to speed up action sequences.			
	Use dialogue and reactions from other characters to make my character interesting.			
	Recognise when a simile may generate more impact than a metaphor, and vice versa.			
	Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.			
	Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.			

	Know how to re-order sentences so that they create maximum effect.			
	Vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural.			
	Use commas or ellipses in order to create greater clarity and effect in my writing.			