Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year 4 William Ransom School

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| Working **TOWARDS THE EXPECTED STANDARD** | | | | | | | | |
|  | | | **AUTUMN** | | **SPRING** | | **SUMMER** | |
| Can demarcate most sentences with: | | Capital letters |  |  |  |  |  |  |
| Full stops |  |  |  |  |  |  |
| Some use of question marks |  |  |  |  |  |  |
| Some use of exclamation marks |  |  |  |  |  |  |
| Can use apostrophes for contraction | | |  |  |  |  |  |  |
| Can use some expanded noun phrases to describe and specify | | |  |  |  |  |  |  |
| Can use co-ordinating conjunctions (and, or, but) | | |  |  |  |  |  |  |
| Can use some subordinating conjunctions (when, if, that, because) | | |  |  |  |  |  |  |
| Can use present and past tense mostly correctly and consistently | | |  |  |  |  |  |  |
| Can use paragraphs correctly sometimes | | |  |  |  |  |  |  |
| Can spell many words from the Year 3/4 spelling list correctly | | |  |  |  |  |  |  |
| Handwriting is legible with spacing that reflects the size of the letters | | |  |  |  |  |  |  |
| Working at the **EXPECTED STANDARD** | | | | | | | | |
| Can write for a range of purposes and audiences | | |  |  |  |  |  |  |
| Can draft and edit written work | | |  |  |  |  |  |  |
| Can organise writing into paragraphs mostly correctly | | |  |  |  |  |  |  |
| Can create more detailed characters, settings and plots in narratives | | |  |  |  |  |  |  |
| Can use verb tenses correctly and consistently | | |  |  |  |  |  |  |
| Can use fronted adverbials followed by a comma | | |  |  |  |  |  |  |
| Can use possessive apostrophes | | |  |  |  |  |  |  |
| Can build cohesion within and across paragraphs using: | Co-ordinating conjunctions (and, or,but, yet, so) | |  |  |  |  |  |  |
| A wider range of subordinating conjunctions (although , after, as when, if, that, even though, because, until, unless, since) | |  |  |  |  |  |  |
| Adverbials and prepostion phrases  Eg *As the clock struck midnight*, the shadow moved *across the graveyard* | |  |  |  |  |  |  |
| Pronouns to avoid repetition  Eg John kicked the ball. John scored. John kicked the ball and he scored. | |  |  |  |  |  |  |
| Can use correctly most of the time: | Capital letters and full stops | |  |  |  |  |  |  |
| Question marks | |  |  |  |  |  |  |
| Commas for lists | |  |  |  |  |  |  |
| Apostrophes for contractions (can’t) | |  |  |  |  |  |  |
| Apostrophes for possession (Lucy’s) | |  |  |  |  |  |  |
| Inverted commas for direct speech some of the time? | |  |  |  |  |  |  |
| Can sometimes remember the comma after the reporting clause in speech eg, The man said, “…. | | |  |  |  |  |  |  |
| Can spell most words from the Year 3/4 spelling list correctly | | |  |  |  |  |  |  |
| Can use a dictionary to check the spelling of uncommon or more ambitious words | | |  |  |  |  |  |  |
| Can use legible, joined handwriting | | |  |  |  |  |  |  |
| Working at **GREATER DEPTH** within the expected Standard | | | | | | | | |
| Can write effectively and coherently for different purposes, drawing on their reading to inform the vocab and grammar | | |  |  |  |  |  |  |
| Can develop character through description, actions and dialogue | | |  |  |  |  |  |  |
| Can start to make choices about using sentences of different lengths & types | | |  |  |  |  |  |  |
| Can improve the effect of their writing by making changes when editing (eg re-ordering sentences and adapting vocabulary) | | |  |  |  |  |  |  |

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| 3/4 Words  accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women |