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| **YEAR 4** Agreed non-negotiables from previous year groups | * *Write in a legible and consistent style, with increased quality and speed*
* *CL FS ? ! used consistently to write and edit work*
* *Commas to list*
* *Write letters with parallel down strokes and appropriate spacing*
* *‘ for contractions and singular possession*
* *Most year 3/4 words*
 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan
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| 1. Record and note ideas
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| 1. Compose and rehearse more complex sentences orally before writing, including dialogue
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| 1. Read their own writing aloud with appropriate intonation, volume and tone to make the meaning clear
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| 1. Use noun phrases expanded using modifying adverbs e.g. It was really dark inside the damp, rather smelly cave
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| 1. Use noun phrases expanded using prepositions e.g. his tattered shirt under his dirty, torn jacket
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| 1. Use fronted adverbials for effect e.g. After the sun had set, /Gliding slowly into the room, / Rather timidly,
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| 1. Use commas after fronted adverbials e.g. teach and assess along with previous statement
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| 1. Use a wider range of connectives to extend the range of complex sentences e.g. more than just because/if/when/as – develop the use of commas for clauses
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| 1. Use inverted commas and other punctuation accurately to indicate direct speech e.g. using all the punctuation including supporting commas/./!/? inside the speech
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| **Term 2 Milestones completed** |
| 1. Use an appropriate variety of simple, compound and complex sentences e.g. simple sentences for tension or to communicate facts/ complex sentences to develop character, setting or point of view - develop the use of commas for clauses
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| 1. Control the use of standard and non standard English e.g. use non standard to develop character within dialogue – revisit inverted commas for speech
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| 1. Use apostrophes to indicate plural possession e.g. children’s coats the boys’ changing room
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| 1. Use past and present tense accurately throughout a piece of writing inc. perfect verb forms (has been/had been) e.g. consistent verb tense agreement and use of progressive/past/present
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| 1. Organise content into relevant paragraphs across the text e.g. use boxing up and story-mapping for fiction and standard organisational features of non-fiction writing during planning - revisit fronted adverbial phrases
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| **Term 3 Milestones completed** |
| 1. Use figurative devices such as similes and hyperbole e.g. linked to poetry and quality text – use to build character/setting/atmosphere
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| 1. Use nouns and pronouns to aid cohesion between sentences e.g. to chain ideas across a paragraph – The man…he…the rough gentleman …his… word classes revisit cohesion and paragraphing
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| 1. Create and expand characters in narrative e.g. using expanded noun phrases, similes, dialogue, fronted adverbial phrases
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| 1. Create and expand settings in narrative e.g. dedicate one paragraph to setting – often the opening paragraph
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| 1. Engage the reader through the use of interesting word choices and descriptive phrases e.g. linked to quality text/modelled text/ magpie phrases/year 3/4 word lists revisit figurative language
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| 1. Create and expand plots in narrative e.g. beginning/ middle /end with an alternative ending with some repetition throughout and at the end
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| **Term 4 Milestones completed** |
| 1. Expand the use of narrative language features e.g. using expanded noun phrases, similes, dialogue, fronted adverbial phrases, power of 3, standard and non-standard English
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| 1. Expand the use of non-fiction language features e.g. genre specific such as imperative verbs for instructions, precise nouns in reports, accurate tense, simple/compound/complex sentences, standard English
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| 1. Can spell all the year 3/4 common exception words, homophones and words from other origins e.g. include edited writing
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| 1. Can spell words using all of the year 3/4 prefixes and suffixes e.g. include edited writing
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| 1. Can use the first 3 letters of a word to check spellings in a dictionary
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| 1. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. linked to word banks and displays developed across the teaching sequence
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| 1. Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations
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| 1. Write for an increasing range of purposes and audiences, including across the curriculum e.g. linked to topic/quality text/wow days/opening experiences/ talk for writing sequences
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| 1. Write free verse poetry, focusing on the meaning e.g. teach specifically in terms 2/4/6
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| **Term 5/6 Milestones completed** |  |  |  |  |  |  |