

Year 4 ENGLISH: End of Year Expectations

- **BOLD** shows *extension and depth*.

KS1 Level =		EOY 3 Level =		EOY Target =		Teacher Assessment		
T1 Level =	T2 Level =	T3 Level =	T4 Level =	T5 Level =	T6 Level =	WTS	EXS	GDS
<b>Transcription: Spelling</b>								
Spell words with prefixes and suffixes and add them to root words il- auto- super- inter- anti-								
Recognise and spell homophones								
Spell words from 3 /4 word list								
Use first 3 or 3 letters in a word to check spelling in a dictionary								
<b>Transcription: Handwriting</b>								
Use diagonal and horizontal strokes that are needed to join letters								
Understand which letters should be left 'unjoined'								
<b>Handwriting is legible and consistent; letters are parallel; lines of writing are spaced and ascenders and descenders do not touch</b>								
<b>Composition</b>								
Write for a range of purposes engaging the reader and establishing a viewpoint								
Orally rehearse a sentence or sequence of sentences								
Compose sentences using a wider range of structures								
<b>Show a variety of sentence types.</b>								
Use a range of sentences that have more than one clause for/so/yet (co-ordinating) although/before/since/while/as/after (subordinating)								
Write a narrative with a clear structure, setting, characters and plot write an effective and accurate character description or setting using prepositional phrases								
Write a non-narrative using use a topic sentence to introduce a paragraph, use accurate technical language to suit the requirement of the text, use informative organisational devices (e.g. headings, sub-headings, captions, bullet points) Sustain cohesive writing across paragraphs in a text using increasingly accurate language choices								
<b>Improvement writing by making changes to grammar, punctuation and vocabulary to improve consistency</b>								
Use appropriate nouns and pronouns within a sentence and across a sentence to improve cohesion and avoid repetition								
I can use direct speech in my writing.								
Proof read to check for errors in meaning, spelling and punctuation								
<b>Grammar and Punctuation: Sentence structures</b>								
Use noun phrases which are expanded by modifying adjectives, nouns and preposition phases								
Use fronted adverbials to vary sentence structure								
Use a relative clause to give more information to a main clause								
"Use relative pronouns to indicate a relative clause who, which, that"								
<b>Grammar and Punctuation: Text structure</b>								
Write using paragraphs								
Make an appropriate use of nouns and pronouns within and across a sentence.								
Effectively use cohesion between sentences and paragraphs								
Show consistent and correct use of tense throughout a piece of writing								
<b>Grammar and punctuation: Punctuation!</b>								
Use inverted commas and other punctuation to indicate direct speech <b>correctly</b> <b>Show variation in speech punctuation</b>								
Use apostrophes to mark possession								
Use a comma after a fronted adverbial								
Use a comma to indicate a relative clause in a sentence								