

Year 4		End of Year Expectations
Writing Transcription	Spelling	<ul style="list-style-type: none"> - I can use the first three letters of a word to check the spelling and meaning of new words. I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far
	Handwriting	<ul style="list-style-type: none"> - I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. - I am writing at length with increasing legibility, consistency and quality; for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Writing Composition		<ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar. - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of non-narrative material. - I can create settings, characters and plot in narrative writing. - I can write in a variety of genre. - I can proof read my work to check for spelling, grammar and punctuation errors. - I can assess the effectiveness of my own and others writing. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil.
Vocabulary & Grammar		<ul style="list-style-type: none"> - I can use the present perfect form of verbs in contrast to the past tense. - I can use pronouns appropriately to avoid repeating the noun. - I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or prepositions (before, after, during). - I can identify the main and subordinate clause in a sentence. - I can use paragraphs as a way to group related material. - I can write, from memory complex sentences dictated by a teacher with the correct punctuation. - I use a fronted adverbial correctly using a comma. - I use specific nouns and powerful verbs effectively and purposefully. - I can use pronouns to avoid repetition or ambiguity. - I can explain and demonstrate the difference between plural and possessive 's'. - I can use the standard English forms verb inflections (e.g. we were not we was).
Punctuation		<ul style="list-style-type: none"> - I can use inverted commas to punctuate direct speech. - I can use commas after fronted adverbials. - I can use a comma to mark a pause in a complex sentence. - I can indicate possession by using the possessive apostrophe with plural nouns. - I can indicate omission by using the ommissive apostrophe.