Year 4			
Working towards			
Write sentences with a subject, verb and punctuation.			
Use adverbials within sentences (e.g. where, when, why, how) through conjunctions, adverbs or prepositions.			
Use inverted commas to show when a speaker is talking with a capital letter.			
Use paragraphs as a way to group related material mostly correctly.			
Working at			
Use punctuation mostly correctly (full stops, capital letters, question and exclamation marks).			
Write for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions).			
Use co-ordinating (FANBOYS) and subordinating conjunctions (I SAW A WABUB).			
Maintain the correct tense throughout a piece of writing.			
Use expanded noun phrases by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).			
Use vocabulary choices to evoke mood or emotions (e.g. in the ***eerie*** forest…/exaggeration).			
In non-fiction, use organisational devices (e.g. headings/sub-headings).			
Assess the effectiveness of their own and others' writing and suggest improvements.			
Produce increasingly legible handwriting.			
Use fronted adverbials with a comma (starting a sentence with where, when, why, how).			
Use paragraphs to indicate a change in setting, speaker or time.			
Use most of the suffixes and prefixes.			
Spell Year 3/4 Spelling Words mostly correctly.			
Correctly punctuate speech, including punctuation within the inverted commas.			
Use pronouns accurately in sentences.			
Place apostrophes in words with regular plurals (e.g. girls', boys') and in worlds with irregular plurals (e.g. children's).			
Working at greater depth			
Vary sentence length for effect.			

Use dialogue within a paragraph.			
use figurative language: *Similes - The road meandered like a serpent. Metaphors - The moon was a ghostly galleon. Personification - The wind whispered their fate Alliteration (consonant)/Assonance (Vowel) - Slithering serpents. Indigo igloos. Onomatopoeia – Crash! The thunder echoed off into the distance.*			
Use adverbs (e.g. perhaps, surely).			
Use modal verbs (e.g. might, should, will, must).			

Y3/4 Spelling 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

place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]