

## **Year 4 Expectations: Transcription**

Spell words with additional prefixes and suffixes and understand how to add them to root words. For example – ation, ous, ion, ian

Recognise and spell additional homophones, for example – accept and except, whose and who's

Use the first two or three letters of a word to check its spelling in a dictionary

Spell identified commonly misspelt words from Year 3 and 4 word list

Use the diagonal and horizontal strokes that are needed to join letters

Understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

## **Year 4 Expectations: Composition**

Compose sentences using a wider range of structures, linked to the grammar objectives

Orally rehearse structured sentences or sequences of sentences

Organise paragraphs around a theme and begin to open paragraphs with topic sentences

Write a narrative with a clear structure, setting, characters and plot

Proof reads for spelling and punctuation errors

Writes from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.

Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences

Uses standard English forms for verb inflections instead of local spoken forms.

Use a range of sentences with more than one clause

Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition

Use fronted adverbials, for example, 'Later that day, I went shopping.'

Use commas after fronted adverbials.

Uses inverted commas and other punctuation to indicate direct speech.

Use expanded noun phrases with modifying adjectives and prepositional phrases, eg, 'The strict teacher with curly hair'

Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials