

Sentence Structure and Punctuation

- uses punctuation (full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contracted forms and the possessive singular) correctly all of the time (Y3 objective)
- uses apostrophes to mark plural possession e.g. the girl's name, the girls' names
- uses inverted commas and other punctuation to indicate direct speech correctly most of the time (i.e. a comma after the reporting clause; end punctuation within inverted commas e.g. The conductor shouted, "Sit down!")
- uses multi-clause sentences (using coordinating and subordinating conjunctions) broadly accurately, beginning to vary the position of clauses within sentences
- uses Standard English forms for verb inflections e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'
- use past and present tense correctly and include a wider range of verb forms (eg we were going, they have been)
- uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair'
- uses fronted adverbials e.g. Later that day, I heard the bad news and uses commas to separate from the rest of the sentence
- proof reads for spelling and punctuation errors
- Uses the grammatical terminology when discussing their writing: determiner, pronoun, possessive pronoun, adverbial. Continues to use terminology from previous year groups.

Effect on Audience

- writes in a range of genre/forms with increasing appropriate language, taking account of different audiences and purposes
- imitates authorial techniques gathered from the reading of age-appropriate texts (GDS)
- creates and sequences events clearly (plot) and shows how one event leads to another using appropriate conjunctions and adverbials
- develops mood and atmosphere using a range of vocabulary, including figurative language (similes, metaphors), and sentence structures (eg short sentences for effect)
- includes descriptive detail to evoke a setting and make it more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor
- includes character descriptions
- uses techniques to get the reader on side i.e. addresses them to engage or influence
- evaluates and edits own and others' writing by proposing changes to grammar and vocabulary for greater accuracy and improvement

Text Organisation

- uses paragraphs to organise ideas around a theme, often moving from general to more specific detail (non-fiction), and to indicate a change in setting, character, time (fiction)
- organizes/categorises information based on notes from several sources
- uses a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity eg appropriate pronoun or noun to avoid repetition and adverbs to express time or cause
- imitates poetic forms studied
- uses a new line for a new speaker when writing direct speech

Handwriting

- secure the use of the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. Ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descender of letters do not touch
- Write legibly with increasing fluency
- Maintain the use of joined handwriting throughout independent work

Spelling

- spells most words correctly relating to the Y3/4 curriculum statements and word lists correctly
- independent proof-reading using a dictionary
- spells most words relating to the statements from previous year groups correctly, after independent proof-reading