

NON- NEGOTIABLES
On entry to Year 4 children should be able to:

- Spell the Year 3 words from the word list
 - Use all Year 3 punctuation consistently and accurately
 - Use a range of adverbs for time, cause and place
 - Consistently use a range of co-ordinating and subordinating conjunctions
- Meet expectations of the Y3 spelling programme
Use simple paragraphs
Use simple, progressive and perfect forms of verbs
Use direct speech, correctly punctuated

Skills Progression		Example	EXS	GDS	Compostion
1	Write for a range of purposes and audiences based on personal experiences and high quality texts	narratives, newspaper & chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, instructions, poetry	✓		<ul style="list-style-type: none"> • Compose and rehearse more complex sentences oral before writing, including those with dialogue • Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames • Expand their use of narrative language features e.g. <ul style="list-style-type: none"> • Figurative language (e.g similes, alliteration, hyperbole) • Power of three linked to sentence work (e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight) • Descriptive language drawing from their own reading • Expand their use of non-fiction language features e.g. <ul style="list-style-type: none"> - technical vocabulary linked to the topic - precise nouns and pronouns (<u>oak tree</u> instead of tree, <u>sparrow</u> instead of bird) - interesting and relevant descriptive language (e.g. David Attenborough broadcasts)
2	Use possessive pronouns	hers, theirs, ours, yours, mine	✓		
3	Use noun phrases expanded with modifying adjectives	A terrifying dragon with razor-sharp teeth.	✓		
4	Use noun phrases expanded with modifying nouns	Demon dragon, lifeblood, sea serpent, website	✓		
5	Use noun phrases expanded with prepositional phrases	The cottage in the middle of the woods	✓		
6	Use fronted adverbials for time, manner and place	time: Later that morning, they attacked the dragon. manner: With fear in their eyes, they attacked the dragon. place: Under the drawbridge, they attacked the dragon.	✓		
7	Use commas after fronted adverbials		✓		
8	Describe plots in narratives, linking the end to the opening		✓		
9	Develop settings linked to the genre and intended effect	Describe impact of setting on characters	✓		
10	Develop characters in narratives	Show not tell, describing characters through their actions, use of dialogue; dialect	✓		
11	Use paragraphs to organise ideas around a theme across the text		✓		
12	Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs		✓		
13	Use inverted commas and other punctuation accurately to mark speech	Use of supporting commas, !, ?	✓		
14	Identify main and subordinate clauses		✓		
15	Write complex sentences with the subordinate clause at the start and at the end of the sentence	Although it was terrifying , we set off on our dangerous quest. We set off on our dangerous quest, although it was terrifying .			
16	Control the use of standard and non-standard English	correct subject/verb agreement (we were, I did) formal language where needed; use of contractions or abbreviations e.g. Back from holiday. Have lots to tell you!	✓		
17	Understand the difference between plural and possessive -s Use apostrophes for plural possession	its (possession) it's (it is) It was the boy's ball. (1 boy) It was the boys' ball. (2 or more boys)	✓		
18	Use a dictionary	by 2nd letter	✓		
19	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations		✓		
20	Proof-read and edit their writing		✓		
21	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear		✓		
22	Spell many words from the Year 4 word list and use these accurately in their writing	see CLF list (from NC list)	✓		
23	Meet Y4 expectations from the chosen spelling scheme		✓		
24	Use legible, joined writing consistently		✓		
GD 1	Secure use of commas to separate main and subordinate clauses			✓	
GD 2	Secure cohesion within paragraphs			✓	
GD 3	Maintain an appropriate level of formality throughout pieces of writing			✓	
GD 4	Confident and effective use of a range of tense and verb forms	simple, perfect, progressive in past and present tense e.g. They were starting (past progressive) to worry (infinitive) but the boys had come (past perfect) too far to turn back now. Failure was (simple past) not an option .		✓	
GD 5	Write effectively for a range of purposes and audiences			✓	
GD 6	Manipulate the language and grammar taught within Y4 in a range of independent writing, drawing on their own reading			✓	
GD 7	Consistently, use editing and revising strategies to improve the quality and accuracy of their writing			✓	
GD 8	Consistently use vocabulary from across the curriculum in their writing			✓	
GD 9	Consistently apply Y4 spelling expectations across their writing			✓	