

Year 3 Expected	Year 4 Expected
<p><u>Prerequisite</u> If a child's writing isn't showing accurate use of the skills below they cannot be given 'Year 3' Expected and should be assessed as WTS (working towards), unless their writing is so poor that they need to be assessed at a Year 2 level or below.</p> <p><u>Working Towards:</u></p> <ul style="list-style-type: none"> • Consistent use of tense • Capital letters • Full stops • Question marks • Exclamation marks • Commas for lists • Use apostrophes for contractions • Use apostrophes for singular possession 	<p><u>Prerequisite</u> If a child's writing isn't showing accurate use of the skills below they cannot be given 'Year 4' Expected and should be assessed as WTS (working towards), unless their writing is so poor that they need to be assessed at a Year 3 level or below.</p> <p><u>Working Towards:</u></p> <ul style="list-style-type: none"> • Consistent use of tense • Capital letters • Full stops • Question marks • Exclamation marks • Commas for lists • Use apostrophes for contractions • Use apostrophes for singular possession • Spell common homophones: your, you're, our/are
<p><u>Text</u></p> <ul style="list-style-type: none"> • Describe characters and settings • Begin to use paragraphs to show different sections • Use headings and sub-headings where needed • In narratives, write stories with a connected sequence of events 	<p><u>Text</u></p> <ul style="list-style-type: none"> • Describe characters and settings using prepositional phrases • Use paragraphs <i>TiP ToP</i> • Use headings, sub-headings, captions and bullet points where needed • In narratives, write stories with a beginning, build-up and resolution
<p><u>Sentence</u></p> <ul style="list-style-type: none"> • Use coordinating conjunctions (<i>BOA</i>) to write multi-clause sentences • Use adverbs and prepositions in sentences to express when (time) and where (place) • Use 'a' and 'an' correctly 	<p><u>Sentence</u></p> <ul style="list-style-type: none"> • Use subordinate conjunctions (<i>I SAW A WABUB</i>) correctly • Use fronted adverbials to show when, where, how and how often • Use fronted adverbials to make links across paragraphs • Use adjectives well for expanded noun phrases • Use nouns and pronouns to help stop yourself from repeating the same word
<p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Begin to use inverted commas to punctuate speech • Begin to use commas after fronted adverbials to show where and when. 	<p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Use inverted commas and other punctuation for direct speech and use a new line for each new speaker • Use commas after fronted adverbials • Use apostrophes for plural possession
<p><u>Spelling</u></p> <ul style="list-style-type: none"> • 'ou' sound (mouth, proud, touch) • 'y' sound (gym, myth, symbol) • 'ure' sound (measure, pleasure) • 'ture' sound (capture, nature, mixture) • Prefix 're' (refresh, return, reappear) • Prefix 'dis' (disappoint, disobey) 	<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Homophones (peace/piece/plain/plane) • Prefix 'in' (incorrect, invisible) • Prefix 'il' and 'im' (illegal, immature) • Prefix 'sub' (subject, subheading) • Prefix 'inter' (interview, internet) • Suffix 'ation' (vibration, information)

<ul style="list-style-type: none"> • Prefix 'mis' (mislead, misplace) • Suffix 'ed' and 'ing' (covered, forgetting) • Long vowel sound 'ai' (snail, waiter) • Long vowel sound 'ei' (vein, weigh, reins) • Long vowel sound 'ey' (obey, prey) • Suffix 'ly' (deeply, gladly, deadly) • Homophones (meet, meat, main, mane) • Words ending in 'al' (arrival, comical, magical) • Suffix 'ally' (basically, frantically, accidentally) • Words ending in 'er' (teacher, catcher, richer) • 'ch' sound (chorus, chemist, echo) • 'gue' sound (league, tongue, unique) • 'sc' sound (science, scissors, scented) • 'scion' sound (confusion, decision, vision) • Spell some words from the Year 3/4 spelling list correctly 	<ul style="list-style-type: none"> • 'ly' to create adverbs (sadly, wildly, bravely, foolishly) • 'ch' sound (chef, machine, parachute) • Suffix 'sion' (erosion, tension, explosion) • Suffix 'ous' (dangerous, marvellous) • 'i' sound (happiness, penniless, plentiful) • 'au' digraph (naughty, caught, cause) • Suffix 'ion' (invention injection) • Suffix 'cian' (musician, magician) • 'c' sound (circle, century, circus) • 'super' prefix (supermarket, superhuman, automatic) • Prefix 'bi' (bicycle, biplane) • Spell many words from the Year 3/4 spelling list correctly
<p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Use diagonal and horizontal strokes that are needed to join letters and understand which letter, when adjacent, are best left unjoined (for example, capitals do not join to lower case) 	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Downward strokes of letters are parallel and equidistant • Ascenders and descenders to no touch from one line to the next
<p>Year 3 Greater Depth</p>	<p>Year 4 Greater Depth</p>
<p><u>Prerequisite</u></p> <p>A child's writing should be showing competent use of all of the above before being assessed using the 'Greater Depth' assessment criteria.</p>	<p><u>Prerequisite</u></p> <p>A child's writing should be showing competent use of all of the above before being assessed using the 'Greater Depth' assessment criteria.</p>
<ul style="list-style-type: none"> • Edit and improve work after feedback from an adult <i>For example: 'All of your sentences start in very similar ways.'</i> • Use verbs to add greater and more accurate meaning <i>For example: 'The elephant charged around the paddock in panic.' Rather than, 'The elephant ran around the paddock.'</i> • Use adjectives and adverbs and prepositional phrases to add more detail <i>For example: 'The immaculate, beautifully covered book about animals on the savannah...'</i> 	<ul style="list-style-type: none"> • Use of increasingly accurate ambitious and precise words for communicating ideas <i>For example: 'They cautiously crept into the derelict house they'd been forbidden to enter.' Rather than, 'They entered the derelict house.'</i> • Vary the use of fronted adverbials to show where, when, how and how often • Vary use of speech punctuation <i>For example: "Good morning" chirped the teacher.' Or 'The teacher chirped, 'Good morning.'"</i>