

Transcription -Handwriting	B	W	N	A
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined				
Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].				
Composition	B	W	N	A
Plan their writing by:				
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar				
discussing and recording ideas.				
Draft writing by:	B	W	N	A
composing and rehearsing sentences orally (including dialogue);				
progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2);				
organising paragraphs around a theme;				
in narratives, creating settings, characters and plot;				
in non-narrative material, using simple organisational devices [for example, headings and sub-headings].				
Evaluate and edit by:	B	W	N	A
assessing the effectiveness of their own and others' writing and suggesting improvements;				
proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.				
Proof-read for spelling and punctuation errors.				
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.				

Spelling	B	W	N	A
Transcription:				
Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)).				
Spell words that are often misspelt (English Appendix 1).				
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].				
Use the first two or three letters of a word to check its spelling in a dictionary.				
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.				
Vocabulary, Grammar and Punctuation	B	W	N	A
Develop their understanding of the concepts set out in English Appendix 2 (year 4)				
Word:				
The grammatical difference between plural and possessive -s.				
Standard English forms for verb inflections instead of local spoken forms (eg, we were instead of we was, or I did instead of I done).				
Sentence:	B	W	N	A
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg, the teacher expanded to: the strict maths teacher with curly hair)				
Fronted adverbials (eg, Later that day, I heard the bad news.).				
Text:	B	W	N	A
Use of paragraphs to organise ideas around a theme.				
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.				
Punctuation:	B	W	N	A
Use of inverted commas and other punctuation to indicate direct speech eg, a comma after the reporting clause; end punctuation within inverted commas (eg, The conductor shouted, "Sit down!").				
Apostrophes to mark singular and plural possession (eg, the girl's name, the girls' names).				
Use of commas after fronted adverbials.				
Terminology for pupils:	B	W	N	A
Use and understand the grammatical terminology in English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity).				

