

Aycliffe Village Primary School
Great oaks from tiny acorns grow

Autumn Term - Orange Highlighting

Spring Term - Yellow Highlighting

Summer Term - Green Highlighting



Year 4	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
Emerging	<ul style="list-style-type: none"> uses fronted <u>adverbials</u> uses apostrophes for singular and plural possession understands the grammatical difference between plural and possessive -s uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases 	<ul style="list-style-type: none"> uses appropriate choice of <u>pronoun</u>/noun within and across sentences to aid cohesion proof reads for spelling, grammar and punctuation errors and self-corrects as the writing develops 	<ul style="list-style-type: none"> further homophones and near homophones words using suffixes: <i>-ly, -ation, -ous</i> words with endings sounding /shun/: <i>-tion, -sion, -ssion, -cian</i> words ending with <i>-sure</i> and <i>-ture</i> 	
Developing	<ul style="list-style-type: none"> becomes increasingly aware of subordinate clauses and experiments with their position in sentences uses commas to demarcate fronted adverbials uses Standard English when writing to ensure grammatical accuracy (<i>I seen / I saw</i>) uses vocabulary which is appropriate to task, audience and purpose 	<ul style="list-style-type: none"> attempts to make simple links between paragraphs plans effectively for a range of writing decisions about writing are based on awareness of audience and purpose proposes changes to grammar and vocabulary to improve consistency reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear 	<ul style="list-style-type: none"> words with the /k/ sound spelt <i>ch</i> (Greek in origin) words with the /sh/ sound spelt <i>ch</i> (mostly French in origin) words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin) words with the /s/ sound spelt <i>sc</i> (Latin in origin) 	
Secure	<ul style="list-style-type: none"> uses subordinate clauses and fronted adverbials which are correctly punctuated using commas punctuates direct speech correctly, using commas after reporting clause and new speaker, new line identifies parts of speech (now including <u>possessive pronouns</u> and <u>determiners</u>) writes with grammatical accuracy uses a varied and rich vocabulary and a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex) 	<ul style="list-style-type: none"> creates settings, characters and plot in narratives writes non-narratives using appropriate organisational devices organises paragraphs around a theme discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar assesses the effectiveness of their own and others' writing and suggests improvements 	<ul style="list-style-type: none"> possessive apostrophes with irregular plurals spell words from the National Curriculum word list for Years 3 and 4 use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)

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