Please note: these grids are to support teacher assessment. They are not designed to be used for every child. They would be used to sample pupils across the cohort.

Name Date and ge	nre of work:							Ę		
								ctic		
								Collection		
Working Towards the	overstad stand	dord in	V4							
Working Towards the expected standard in Y4										
The pupil can, after discussion with the teacher:										
Transcription: Spelling		T		1		ı				
Spell words with a range of prefixes e.g. un, dis, mis, in (See appendix for full list)	spelling									
Spell some of the Y3/4 common exception words*										
Transcription: Handwriting		·								
use the diagonal and horizontal strokes that are needed to jo	in letters and									
understand which letters, when adjacent to one another, are	best left									
unjoined										
Composition:										
Begin to use paragraphs around a theme										
Use headings and sub-headings to aid presentation										
write for a range of purposes and audiences (engaging the re	eader)									
including a short story	,									
read their own writing aloud to a group or the whole class wit	h appropriate									
expression, particularly when reading speech.										
make simple additions, revisions and proof-reading correction	ns to their own									
writing										
Vocabulary, grammar and punctuation										
Use of the forms a or an										
Use conjunctions (i.e. when, before, after, while), adverbs (e.	g. next, soon,									
then) or prepositions (e.g. before, after, during) to express tin	ne and place									
to extend the range of sentences.										
Use of the present perfect form of verbs instead of the simple	e past (e.g. He									
has gone out to play contrasted with He went out to play)										
Begin to use inverted commas for direct speech.										
Working at the exp	ected standard	d in Y4								
The pupil can, after discussion with the teacher:										
Transcription: Spelling										
Spell many of the Y3/4 common exception words *										
Spell words with a range of suffixes e.g. ly, tion, ous (See spe	elling appendix									
for full list)	siming appointment									
Transcription: Handwriting										
increase the legibility, consistency and quality of their handw										
example, by ensuring that the downstrokes of letters are para										
equidistant, and that lines of writing are spaced sufficiently so	that the									
ascenders and descenders of letters do not touch] Composition:										
Composition.										
write effectively for a range of purposes and audiences, enga										
reader by using a varied and rich vocabulary and an increas	ng range of									
sentence structures										
Organise paragraphs around a theme										
Achieve cohesion by effectively using a range of fronted adve	erbials, using a									
comma after fronted adverbials										

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Proofread for spelling and punctuation errors, independently using the								
dictionary/word banks using the first 2 or 3 letters of a word.								
Vocabulary, grammar and punctuation								
Extend range of sentences by using 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)								
Mostly correctly use Standard English forms for verb inflections [for								
example, we were instead of we was, or I did instead of I done]								
Use inverted commas and other punctuation to indicate direct speech [for								
example, a comma after the reporting clause; end punctuation within								
inverted commas: The conductor shouted, "Sit down!"]								
Use apostrophes to mark plural possession [for example, the girl's name,								
the girls' names]								
Working at greater depth within the expected standard in Y4								
The pupil can, after discussion with the teacher:								
write effectively and coherently for different purposes, drawing on their								
reading to inform the vocabulary and grammar of their writing								
Read writing back and adapt word choice with audience in mind								
(independent use of a thesaurus), ensuring precise word choice.								
Demonstrate application of expected statements across the curriculum, i.e.								
consider audience and purpose when writing up a science investigation.								
Build on what they have learnt, particularly in terms of the range of their								
writing and the more varied grammar, vocabulary and parrative structures								

from which they can draw to express their ideas.

Spell most of the Y3/4 common exception words *

^{*} Year ¾ Spelling Words: accident(ally); actual(ly); address; answer; appear; arrive; believe; bicycle; breath; breathe; build; busy/business; calendar; caught; centre; century; certain; circle; complete; consider; continue; decide; describe; different; difficult; disappear; early; earth; eight/eighth; enough; exercise; experience; experiment; extreme; famous; favourite; February; forward(s); fruit; grammar; group; guard; guide; heard; heart; height; history; imagine; increase; important; interest; island; knowledge; learn; length; library; material; medicine; mention; minute; natural; naughty; notice; occasion(ally); often; opposite; ordinary; particular; peculiar; perhaps; popular; position; possess(ion); possible; potatoes; pressure; probably; promise; purpose; quarter; question; recent; regular; reign; remember; sentence; separate; special; straight; strange; strength; suppose; surprise; therefore; though/although; thought; through; various; weight; woman/women;