End of year 4 assessment – Working towards the expected standard (WT) The pupil can: write for a range of purposes and audiences some use of paragraphs to organise ideas around a theme in narratives, some description of characters and settings some use of headings and sub-headings to organise non-narrative texts addition of modifying adjectives e.q. the extreme weather, some strange business, addition of modifying nouns using some noun phrases to describe e.g. the adult women, a grammar strength, addition of preposition phrases e.g. the women outside the school, the and specify by: extreme weather on the island some use of dialogue to convey character and advance the action selecting some vocabulary that fits the purpose of their writing including some use of the present perfect form of verbs instead of simple using present and past verb forms mostly correctly and consistently. including the present and past progressive form use of subordinating conjunctions to express time and cause, including; if, when, because, although e.g., although it was raining, because it fell on the floor (cause), while we were asleep, after the tests ended (time) use of adverbs to express time, place and cause e.g. then it was all over, soon he will disappear (time), he ran away, it shot out, (place), therefore he could not stay (cause) some use of prepositions to express time, place and cause e.g. before midnight, after tea (time), under the tree, down the street (place) because of the rain some use of fronted adverbials to adverbs - Slowly he walked ..., Fortunately, it didn't rain. emphasise the adverbial to the reader: noun phrase - Last night..., Early this morning..., Many people... preposition phrase - In years to come Since this morning Because of the rain.... After the tests ... subordinate clause - Since he left the school When she arrived home Because he was tired ... capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction, using the full range of punctuation apostrophes to mark singular possession in nouns taught at key stage 1 mostly correct inverted commas to punctuate direct speech, punctuation within direct speech some correct use of: apostrophes to mark plural possession commas for fronted adverbials (if appropriate) using the correct form of a/an mostly correct spelling most common exception words (year 1 and 2 list) spelling some words correctly from year 3 and 4 appendix 1 – statutory word list spelling most words with contracted forms adding prefixes to spell some words correctly in their writing e.g. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto adding suffixes to spell most words correctly, including where changes are made to the root word e.g. ly, ed, ing, ness, ment, ful spelling some words correctly with -ous suffix e.g. poisonous, enormous, humorous, courageous, serious spelling some words with /shun/ ending e.g. ation, cian, sion, tion, ssion, spelling some words correctly with -ture or -sure endings e.g. treasure, pleasure, puncture, picture spelling some words correctly with ch for /k/ sound e.g. chemist, echo spelling some words correctly with ch for /sh/ sound e.g. chef, machine spelling some words correctly with que for /q/ sound e.g. league, tongue and que for /k/ sound e.g. antique, unique spelling some words correctly with sc for /s/ sound e.g. science, fascinate, scenic spelling some words correctly with ei, eigh or ey for /ae/ sound e.g. vein, reign, neighbour, they, obey use of the correct homophone in their writing mostly correctly (the most common) - their/there/they're, to/two/too some correct use of further homophones from the year 3 and 4 appendix 1 some correct use of spelling words with plurals and possessive -s some legible joined handwriting

Key Stage 2 statutory word lists

Year 3/year 4

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

Further homophones – Year 3 and 4 appendix 1

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

End of year 4 assessment – Working at the expected standard (EX)										
The pupil can:										
•	write for a range of purposes	s and audiences, showing awareness of the reader								
•	using paragraphs to organise									
•	in narratives, describe characters and settings									
•	using headings and sub-hea									
•	using a variety of noun phrases to describe and specify by:	addition of modifying adjectives e.g. the extreme weather, some strange business, addition of modifying nouns e.g. the adult women, a grammar strength, addition of preposition phrases e.g. the women outside the school, the extreme weather on the island hat combine different additional modifiers e.g. Almost all that group of children in this area, the grass under								
•	every tree in the forest, the e									
•	use of dialogue to convey ch									
•	selecting vocabulary that fits									
•	using present and past verb									
•	using a range of subordination	ng conjunctions, adverbs and prepositions within and across sentences.								
•	using fronted adverbials to emphasise the adverbial to the reader:	adverbs – Slowly he walked, Fortunately, it didn't rain.								
		noun phrase – Last night, Early this morning, Many people								
		preposition phrase – In years to come, Since this morning, Because of the rain, After the tests								
		subordinate clause – Since he left the school, When she arrived home, Because he was tired								
•	using the full range of puncto	uation taught at key stage 1 mostly correctly								
•	using mostly correctly:	inverted commas to punctuate direct speech, punctuation within direct speech								
		apostrophes to mark plural possession								
		commas for fronted adverbials (if appropriate)								
•	spelling most words correctly from year 3 and 4 appendix 1 – statutory word list									
•	adding prefixes to spell most									
•	adding suffixes to spell word	Is mostly correctly, including –ous								
•	spelling most words correctly									
•	spelling most words correctly	y with -ture or -sure endings e.g. treasure, pleasure, puncture, picture								
•	spelling most words correctly									
•	spelling most words correctly with ch for /sh/ sound e.g. chef, machine									
•	spelling most words correctly with gue for /g/ sound e.g. league, tongue and que for /k/ sound e.g. antique, unique									
•	spelling most words correctly with sc for /s/ sound e.g. science, fascinate, scenic									
•	spelling most words correctly with ei, eigh or ey for /ae/ sound e.g. vein, reign, neighbour, they, obey									
•	use of the correct homophor									
•	use of further homophones from the year 3 and 4 appendix 1, mostly correct									
•	spelling words with plurals a									
•	producing joined, legible handwriting in most of their writing									

Key Stage 2 statutory word lists

Year 3/year 4

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

Further homophones - Year 3 and 4 appendix 1

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

End of year 4 assessment – Working at greater depth within the expected standard (GD)										
The pupil can:										
 write for a range of purposes and audiences, selecting language that shows awareness of the reader 										
 using a variety of noun phrases to describe and specify 										
 use of noun phrases that combine different additional modifiers e.g. Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe 										
some integration of dialogue to convey the character and advance the action										
selecting vocabulary for effect										
using different verb forms mostly correctly										
 using a range of cohesive devices, including adverbials, within and across sentences and paragraphs 										
 using the full range of punctuation taught at key stage 1 and lower key stage 2 mostly correct 										
including: punctuation within direct speech										
 spelling most words correctly from year 3 and 4 appendix 1 – statutory word list 										
producing legible joined handwriting										

Key Stage 2 statutory word lists

Year 3/year 4

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

Further homophones - Year 3 and 4 appendix 1

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's