



## 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 and audiences, showing awareness of the reader									
• using paragraphs to organise ideas around a theme									
• in narratives, describe characters and settings									
• using headings and sub-headings to organise non-narrative texts									
• using a variety of noun phrases to describe and specify by:	<ul style="list-style-type: none"> <li>• addition of modifying adjectives e.g. <i>the extreme weather, some strange business</i>, addition of modifying nouns e.g. <i>the adult women, a grammar strength</i>, addition of preposition phrases e.g. <i>the women outside the school, the extreme weather on the island</i></li> </ul>								
• some use of noun phrases that combine different additional modifiers e.g. <i>Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</i>									
• use of dialogue to convey character and advance the action									
• selecting vocabulary that fits the purpose of the writing mostly correctly									
• using present and past verb forms mostly correctly and consistently, including the progressive and perfect form									
• using a range of subordinating conjunctions, adverbs and prepositions within and across sentences.									
• using fronted adverbials to emphasise the adverbial to the reader:	• adverbs – <i>Slowly he walked ..., Fortunately, it didn't rain.</i>								
	• noun phrase – <i>Last night..., Early this morning..., Many people...</i>								
	• preposition phrase – <i>In years to come ..., Since this morning ..., Because of the rain..., After the tests ...</i>								
	• subordinate clause – <i>Since he left the school ..., When she arrived home ..., Because he was tired ...</i>								
• using the full range of punctuation 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 words correctly in their writing e.g. <i>dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto</i>									
• adding suffixes to spell words mostly correctly, including –ous									
• spelling most words correctly with /shun/ ending e.g. <i>ation, cian, sion, tion, ssion,</i>									
• spelling most words correctly with –ture or –sure endings e.g. <i>treasure, pleasure, puncture, picture</i>									
• spelling most words correctly with ch for /k/ sound e.g. <i>chemist, echo</i>									
• spelling most words correctly with ch for /sh/ sound e.g. <i>chef, machine</i>									
• spelling most words correctly with gue for /g/ sound e.g. <i>league, tongue</i> and que for /k/ sound e.g. <i>antique, unique</i>									
• spelling most words correctly with sc for /s/ sound e.g. <i>science, fascinate, scenic</i>									
• spelling most words correctly with ei, eigh or ey for /ae/ sound e.g. <i>vein, reign, neighbour, they, obey</i>									
• use of the correct homophone in their writing (the most common) – their/there/they're, to/two/too									
• use of further homophones from the year 3 and 4 appendix 1, mostly correct									
• spelling words with plurals and possessive –s, mostly correct									
• producing joined, legible handwriting in most of their writing									

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## End of year 4 assessment – Working at greater depth within the expected standard (GD)

### The pupil can:

<ul style="list-style-type: none"> <li>• write for a range of purposes and audiences, selecting language that shows awareness of the reader</li> </ul>						
<ul style="list-style-type: none"> <li>• using a variety of noun phrases to describe and specify</li> </ul>						
<ul style="list-style-type: none"> <li>• use of noun phrases that combine different additional modifiers e.g. <i>Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</i></li> </ul>						
<ul style="list-style-type: none"> <li>• some integration of dialogue to convey the character and advance the action</li> </ul>						
<ul style="list-style-type: none"> <li>• selecting vocabulary for effect</li> </ul>						
<ul style="list-style-type: none"> <li>• using different verb forms mostly correctly</li> </ul>						
<ul style="list-style-type: none"> <li>• using a range of cohesive devices, including adverbials, within and across sentences and paragraphs</li> </ul>						
<ul style="list-style-type: none"> <li>• using the full range of punctuation taught at key stage 1 and lower key stage 2 mostly correct</li> </ul>						
<ul style="list-style-type: none"> <li>• including:       punctuation within direct speech</li> </ul>						
<ul style="list-style-type: none"> <li>• spelling most words correctly from year 3 and 4 appendix 1 – statutory word list</li> </ul>						
<ul style="list-style-type: none"> <li>• producing legible joined handwriting</li> </ul>						

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