		End of year 4 assessment – Working towards the expected standard (WT)							
The p	upil can:								
•	write for a range of purposes and audiences								
•	some use of paragraphs to organise ideas ar	round a theme							
•	in narratives, some description of characters and settings								
•	some use of headings and sub-headings to organise non-narrative texts								
•	using some noun phrases to describe and specify by:	<ul> <li>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</li> </ul>							
•	some use of dialogue to convey character as	nd advance the action							
•	selecting some vocabulary that fits the purpose of their writing								
•	using the present and past progressive form mostly correctly e.g. I was deciding, We were breathing.								
•	some use of the present perfect form of verbs instead of simple past								
•	use of subordinating conjunctions to expres were asleep, <u>after</u> the tests ended (time)								
•	use of adverbs to express time, place and ca	use e.g. <u>then</u> it was all over, soon he will disappear (time), he ran <u>away</u> , it shot <u>out</u> , (place), <u>therefore</u> he could not stay (cause)							
•	some use of prepositions to express time, p	lace and cause e.g. <u>before</u> midnight, <u>after</u> tea (time), <u>under</u> the tree, <u>down</u> the street (place) <u>because of</u> the rain (cause)							
•	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							
•	using the full range of punctuation taught at key stage 1 mostly correct	capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction, apostrophes to mark singular possession in nouns							
•	some correct use of:	inverted commas to punctuate direct speech, punctuation within direct speech							
		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								
•	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 suf	fix 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								
•	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 gue for /g/ 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 a							
•	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> <li>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</li> </ul>						
•	some 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							
•	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 for	using present and past verb forms mostly correctly and consistently						
•	using a range of subordinating	using a range of subordinating 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 punctua	tion 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. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto							
•	adding suffixes to spell words mostly correctly, including –ous							
•	spelling most words correctly with /shun/ ending e.g. ation, cian, sion, tion, ssion,							
•	• spelling most words correctly with –ture or –sure endings e.g. treasure, pleasure, puncture, picture							
•	spelling most words correctly with ch for /k/ sound e.g. chemist, echo							
•	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 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							

### **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:								
<ul> <li>write for a range of purposes and audiences, selecting language that shows awareness of the reader</li> </ul>								
<ul> <li>using a variety of noun phrases to describe and specify</li> </ul>								
<ul> <li>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</li> </ul>								
some integration of dialogue to convey the character and advance the action								
selecting vocabulary for effect								
using different verb forms mostly correctly								
<ul> <li>using a range of cohesive devices, including adverbials, within and across sentences and paragraphs</li> </ul>								
<ul> <li>using the full range of punctuation taught at key stage 1 and lower key stage 2 mostly correct</li> </ul>								
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