



	Purposeful	Organised	Word Wonder	Grammar Giant	Super Speller	Handwriting Hero
Year 3	<p>Compose and rehearse sentences orally</p> <p>Discuss the effectiveness of own writing.</p> <p>Begin to read own writing aloud with appropriate intonation and volume to make the meaning clear.</p>	<p>Identify structure, vocabulary and grammar in a variety of different texts (age-appropriate).</p> <p>Discuss and record ideas for writing.</p> <p>Begin to paragraph ideas around a theme.</p> <p>Use simple organisational devices for non-fiction texts (for example headings and sub-headings).</p>	<p>Create settings, characters and plot in narratives.</p> <p>Suggest changes to vocabulary so that writing is more specific</p> <p>Use words that express time and cause (for example when, so, before, after, while, because).</p> <p>Choose appropriate adverbs</p> <p>Choose appropriate adjectives.</p> <p>Use other prepositions which are useful for writing (for example before, after, during, in, because of).</p>	<p>Use a comma after fronted adverbial.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Use conjunctions confidently to combine clauses.</p> <p>Form nouns with prefixes.</p> <p>Use the forms <i>-a</i> and <i>-an</i> accurately.</p> <p>Use possessive apostrophe with plural words.</p> <p>Use present perfect form of verbs instead of the simple past.</p>	<p>Spell words of Greek origin which contain the /k/ sound spelt ch (for example scheme, chorus, chemist, echo).</p> <p>Spell words containing a variety of prefixes (for example mis, dis, ill, un, in, im, re, sub, inter, super, anti, auto, ir).</p> <p>Add suffixes beginning with a vowel letters to words of more than one syllable (for example forgetting, forgotten, beginning, beginner).</p> <p>Add the suffix <i>-ly</i> to an adjective to form adverb (for example sadly, completely).</p> <p>Spell words with endings that end like <i>-sure</i> or <i>-ture</i> (for example creature, furniture, treasure, pleasure).</p> <p>Spell words with endings <i>ei</i>, <i>igh</i> or <i>ey</i> (for example vein, weigh, neighbour, they).</p> <p>Spell word families based on common words (for example solve, solution, solver, dissolve, insoluble).</p>	<p>Shape letters correctly (sometimes inconsistently).</p> <p>Increase the legibility and quality of handwriting.</p> <p>Ensure that downward strokes of letters are parallel and equidistant.</p> <p>Space lines of writing efficiently (ascenders and descenders do not touch).</p>
Year 4	<p>Read own writing aloud with appropriate intonation and volume to make the meaning clear.</p> <p>Suggest improvements to own and others' writing.</p>	<p>Identify structure, vocabulary and grammar in a variety of different texts (age-appropriate).</p> <p>Use a range of sentence structures</p> <p>Develop narratives so that there are more/less significant events.</p> <p>Organise paragraphs for change of time, speaker and event.</p> <p>Use organisational devices for non-fiction texts (glossary, captions, by-line, contents etc).</p>	<p>Choose appropriate noun or pronoun to aid cohesion and avoid repetition.</p> <p>Expand noun phrases by adding modifying adjectives, nouns and prepositional phrases (for example: The strict teacher... <b>becomes</b> The strict maths teacher with curly hair...).</p> <p>Use standard English forms for verb inflections instead of local spoken forms.</p> <p>Use a wider range of conjunctions.</p> <p>Understand what an adverbial phrase is.</p> <p>Use fronted adverbials (for example: Later that day, I heard the good news).</p>	<p>Suggest changes to grammar and vocabulary including the accurate use of pronouns.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Indicate direct speech by using inverted commas and other punctuation.</p> <p>Use apostrophe to mark singular and plural possession.</p> <p>Use plural and possessive <i>'-s'</i>.</p> <p>Use forms for verb inflections instead of spoken forms (We were not/ we was/I did not/ I done).</p>	<p>Use possessive apostrophe with plural words (for example babies', children's, men's - note: singular proper nouns ending in an s use the 's' suffix e.g. Cyprus's population).</p> <p>Spell words of French origin with ch (for example chef, chalet, machine).</p> <p>Spell words of French origin ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (for example league, antique).</p> <p>Spell words of Latin origin with the /s/ sound spelt <i>sc</i> (for example discipline, fascinate).</p> <p>Spell and use correctly homophones and near-homophones (affect/effect, ball/bawl, berry/bury).</p> <p>Spell words containing the suffix <i>-ation</i>.</p> <p>Spell words which have endings that sound like <i>-sion</i>.</p> <p>Spell words with endings spelt <i>-tion</i>, <i>-sion</i>, <i>-ssion</i>, <i>-cian</i>.</p> <p>Spell words containing y elsewhere than at the end of words (for example myth, gym, Egypt).</p> <p>Spell words containing the sound spelt <i>ou</i> (for example touch, country).</p>	<p>Use accurate and consistent letter formation</p> <p>Form and shape letters consistently and correctly.</p> <p>Use diagonal and horizontal strokes used to join letters.</p> <p>Demonstrate a legible style.</p> <p>Understand which letters are best left unjoined when adjacent to each other.</p>

Year 3: 31 statements: 5 - 12 = Emerging

13 - 21 = Developing

22+ = Secure

Y3 NYG = 26 statements + emerging

Year 4: 34 statements: 5 - 13 = Emerging

14 - 23 = Developing

24+ = Secure

Y4 NYG = 29 statements + emerging