



	Purposeful	Organised	Word Wonder	Grammar Giant	Super Speller	Handwriting Hero
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... becomes 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 '-s'.</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 -gue and the /k/ sound spelt -que (for example league, antique).</p> <p>Spell words of Latin origin with the /s/ sound spelt sc (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 -ation.</p> <p>Spell words which have endings that sound like -sion.</p> <p>Spell words with endings spelt -tion, -sion, -ssion, -cian.</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 ou (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 5	<p>Identify the correct audience and purpose and select the appropriate form in note taking and writing (age-appropriate).</p> <p>Understand how authors have developed characters and settings in narratives.</p> <p>Assess the effectiveness of own and others' writing.</p> <p>Per-form own compositions, using appropriate intonation.</p>	<p>Organise and present writing to guide the reader (for example headings, bullet points, underlining).</p> <p>Use a range of techniques for paragraph cohesion.</p> <p>Use devices to build cohesion in a paragraph (for example then, after, than, firstly).</p> <p>Structure paragraphs confidently.</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives (for example to describe settings, characters, develop atmosphere and use dialogue to enhance character and action).</p> <p>Learn how words are related by meaning (synonyms).</p> <p>Understand the differences between formal and informal language.</p> <p>Locate and identify expanded noun phrases.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use passive and active voice.</p> <p>Indicate degrees of possibility with modal verbs.</p>	<p>Use brackets, dashes or commas to mark parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Begin to use hyphens.</p> <p>Use bullet points correctly.</p> <p>Convert nouns and adjectives into verbs using suffixes ('-ate', '-ise', '-ify').</p> <p>Use prefixes for verbs ('dis-', 'de-', 'mis-', 'over-', 're-').</p> <p>Use relative clauses beginning with who, which, where, why, whose, that.</p> <p>Use correct subject -verb agreement and consistent use of tense.</p>	<p>Spell homophones and other words that are often confused (for example Licence/license, practice/practise)</p> <p>Spell words ending in -cious or -tious.</p> <p>Spell correctly words ending in -cial or -tial.</p> <p>Spell words ending in -able and -ible.</p> <p>Spell words with ei after c.</p> <p>Spell words with the letter string ough.</p>	<p>Form and shape letters correctly and consistently.</p> <p>Use diagonal and horizontal joins in cursive script.</p> <p>Distinguish which letters are left unjoined and apply this consistently in writing.</p>

Year 4: 34 statements: 5 - 13 = Emerging 14 - 23 = Developing 24+ = Secure Y4 NYG = 29 statements + emerging
 Year 5: 33 statements: 5 - 12 = Emerging 13 - 22 = Developing 23+ = Secure **KS2 Interim Teacher Assessment Framework statements** Y5 NYG = 28 statements + emerging