YEAR 4

	STAGE C CONTINUED: Typical Range of Year 4 Attainment		
	Beginning to develop Year 4 expectations	**Embedding understanding of Y4 expectations**	**Securely demonstrates application of Y4 expectations**
Sentence Structure	Fronted adverbials used to add clarity: *When (e.g. Later the same day…)	Fronted adverbials used to add clarity: *How (e.g. Quickly turning…slowly walking…) *Where (e.g. In a far-away land…)	Sometimes varies sentence structure through complex openings: *Adverbials (e.g. Sometime later…As we ran…Once we arrived…), *Subject reference (e.g. The boys, Our gang…) *Speech
	Sometimes expands noun phrases by the addition of a modifying adjective e.g. *the strict maths teacher with curly hair turned to stare at her.* **And/or** the addition of a prepositional phrase e.g. *the enormous spider in the bath ran to take cover*	Usually expands noun phrases by the addition of a modifying adjective e.g. *the cute kitten with the enormous eyes… Danny caught a fish smaller than his thumb.* **And/or** the addition of a prepositional phrase e.g. *the vicious dog in the end kennel.*	Noun phrases are expanded by the addition of a modifying adjective e.g. *his fierce face with blazing eyes , Danny caught a fish of tiny proportions* **And/or** the addition of a prepositional phrase e.g. *the greasy meat on her plate was untouched*
			Uses standard English forms for verb inflections instead of local forms e.g. *'we were'* instead of *'we was'*
	Continues to use a variety of sentence types including simple, compound and complex (secure application of previous range of subordinating conjunctions: *when, before, after, if, because)*	Evidence of a widening range of subordinating conjunctions being used including **some** of the following: until, unless, since, while, whereas	Continues to use a variety of sentence types including simple, compound and complex with a growing range of subordinating conjunctions e.g. previous range + until, unless, since, while, whereas
Punctuation	Sometimes uses a comma after a fronted adverbial, e.g. *Quickly turning, the boy saw the creature coming towards him.*	Usually uses a comma after a fronted adverbial	Uses a comma after a fronted adverbial
	Beginning to use apostrophes to mark plural possession (where appropriate)	Shows understanding of the distinction between apostrophes to mark singular and plural possession, *e.g. The girl's name as opposed to The girls' names*	Usually uses apostrophes to mark singular and plural possession (where appropriate)
	Usually uses inverted commas to demarcate speech	Mostly uses inverted commas to demarcate speech	Sometimes follows punctuation rules for speech e.g. *He said, "Follow the rules!" (commas after the reporting clause; end punctuation within inverted commas)* Starting to use a new line each time there is a new speaker
	Beginning to develop Year 4 expectations	**Embedding understanding of Y4 expectations**	**Securely demonstrates application of Y4 expectations**

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Text structure and organisation	Sometimes organises ideas into paragraphs around a theme		Usually organises ideas into paragraphs around a theme
		Writes a well-structured form with appropriate elements e.g. five part story – beginning, build up, problem, resolution and ending. Can organise non-fiction writing appropriately e.g. sequenced biography or recount, information text under sub-headings etc.	
	Beginning to link information **within** and across sentences through: Pronouns e.g. *The man, he, Jonny (to avoid repetition)*	Writing evidences awareness of how to vary nouns to avoid repetition e.g. in describing trees in the forest will select nouns carefully e.g. *trees, branches, limbs, twigs etc.*	Usually makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	Simple adverbials are used to start sentences	Simple adverbials are used to open/start a section **and also as a device to connect the sections** to each other e.g. *When we arrived..., Before he left...*	Can link information across sentences by using connectives e.g. *The coach is worried about how we will do this season. We started badly **because** Louise, our star player, broke her leg last month. **Despite** this, we are winning games.* *(Because: links the coach's worries to Louise's broken leg.* Despite this: shows contrast between coach's worries and actual performance)
Composition And Effect	Varies vocabulary choice and patterns e.g. **does not** over-use formulaic patterns such as adjective, adjective noun: *The strange, blue, teapot, delicate, round cups and sturdy, brown tray were on the brown, wooden table*	Starting to make more use of precise nouns and recognise that they convey precise/specific information to the reader e.g. *The Rottweiler* rather than t*he big, black, vicious dog*	Building a rich and varied vocabulary and sometimes uses words effectively and deliberately to create a desired effect, e.g. *expanded noun phrases, adverbial phrases* appropriate verb choice, precise nouns etc. (although style may not be consistent)
	Speech is used with more confidence to add extra character information	Conveys characterisation through dialogue and makes appropriate verb choices e.g. *whispered, screeched, bellowed, snarled*	Viewpoint and/or characterisation are conveyed through description, behaviour and dialogue where appropriate e.g. *Lisa **stormed** through the hall and **screeched**, "Time is up!"*
			In narrative creates settings characters and plot.
Handwriting	Use the horizontal strokes needed to join letters Understand which letters, when adjacent to each other, are best left un-joined Increase legibility, consistency and quality by ensuring that: *the down strokes of letters are parallel and equidistant *Lines of writing are spaced so that ascenders and descenders do not touch		