

Transcription

Objective	What to look for (Working towards)	What to look for (Meeting expectations)	What to look for (Exceeding expectations)
Child's speak target: <i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i> Use further prefixes and suffixes and understand how to add them (English Appendix 1). GD objective: Independently apply further prefixes and suffixes in a range of contexts (English Appendix 1).	Pupil can, when prompted, spell words with prefixes without any associated changes in spelling. They can explain the meaning of some prefixes: e.g. <i>un-, dis-, mis-, in-</i>. With support pupil can spell words where suffixes beginning with vowel letters are added to words of more than one syllable. They can, when prompted, explain this spelling pattern to others (see Appendix 1 p 49).	Pupil can usually correctly spell words with prefixes without any associated changes in spelling. They can explain the meaning of most prefixes: e.g. <i>all of the ones at left and il-, im-, ir-, re-, sub-</i>. Pupil can usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word. They can usually explain this spelling pattern and its rules to others: e.g. <i>forgetting, beginner, preferred, trodden, referee, deferred, inferred</i>.	Pupil can consistently and confidently correctly spell words with prefixes without any associated changes in spelling. They can explain the meaning of almost all prefixes: e.g. <i>all of the ones at left and inter-, super-, anti-, auto-</i>. Pupil can consistently and confidently correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word. They can confidently explain this spelling pattern and its rules to others.
Child's speak target: <i>I can spell an increasing number of homophones.</i> Spell further homophones. GD objective: Spell a wider range of homophones independently and use them correctly in their writing.	Pupil can, with support, distinguish between and sometimes correctly spell further homophones and near-homophones.	Pupil can usually distinguish between and correctly spell further homophones and near-homophones: e.g. <i>whose/who's, peace/piece, whether/weather, medal/meddle</i> (see Appendix 1 pg 63).	Pupil can consistently and confidently distinguish between and almost always correctly spell further homophones and near-homophones.
Child's speak target: <i>I am able to spell words that are often misspelt.</i> Spell words that are often misspelt (English Appendix 1). GD objective: Spell a wider range of words that are often misspelt and use them accurately in their work in a range of contexts (English Appendix 1).	Pupil can, when prompted, identify their most common spelling mistakes and can use one or two taught strategies to reduce them.	Pupil can independently identify their most common spelling mistakes and select the most appropriate from a range of taught strategies to reduce them: e.g. <i>phonics first approach; identifying the tricky bits; starting with the root words and adding affixes; creating a mnemonic sentence; remembering the spelling of library by exaggeratedly pronouncing the word to emphasis the tricky bits: lie-brare-ee</i>.	Pupil can readily identify their most common spelling mistakes and confidently select the most appropriate from a range of taught strategies to reduce them.

Child's speak target: <i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i> Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. GD objective: Independently place the possessive apostrophe accurately in words with regular plurals [for example: girls', boys'] and in words with irregular plurals [for example: children's].	With support pupil can place the possessive apostrophe accurately in words with regular plurals, and in words with irregular plurals With prompting, they can explain this punctuation rule to others.	Pupil can usually place the possessive apostrophe accurately in words with regular plurals: e.g. <i>girls', boys', animals'</i> and in words with irregular plurals e.g. <i>men's, women's people's, children's, mice's</i>. Pupil can usually explain this punctuation rule to others, spotting and correcting errors in own and others' writing.	Pupil can consistently and confidently place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals (see left). Pupil can almost always explain this punctuation rule to others, quickly spotting and correcting errors in own and others' writing.
Child's speak target: <i>When using a dictionary, I am able to use the first two or three letters of a word to check its meaning.</i> Use the first two or three letters of a word to check its spelling in a dictionary. GD objective: Independently use the first three letters of a word to check its spelling in a dictionary.	Pupil can sometimes find words in a dictionary and, when prompted, can check their own attempt at spellings against the correct spelling and make any amendments.	Pupil can usually find words in a dictionary, can accurately check their own attempt at spellings against the correct spelling and make any amendments.	Pupil can consistently and confidently find words in a dictionary, can quickly and accurately check their own attempt at spellings against the correct spelling and make any amendments.
Child's speak target: <i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. GD objective: Write from memory more complex sentences, dictated by the teacher, that include words and punctuation taught so far.	With support, pupil can remember and write a dictated sentence applying age-expected newly taught spelling patterns and punctuation with some accuracy.	Pupil can usually remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy: e.g. <i>It was hard to accept that the magician, who had been struck down by a mysterious illness, was going to disappoint the children's party.</i>	Pupil can consistently and confidently remember and write a dictated sentence applying newly taught spelling and punctuation accurately.

Handwriting

Child's speak target: <i>In handwriting, I know which letters are appropriate to join.</i> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. GD objective: Consistently and fluently use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	Pupil can form letters in accordance with the school's agreed house style. There is still some inconsistency in decisions to join letters or leave letters unjoined.	Pupil can correctly form and join most letters in accordance with the school's agreed house style. There is some consistency in decisions to join letters or leave letters unjoined.	Pupil can correctly form and join all their letters in accordance with the school's agreed house style. There is usually consistency in decisions to join or leave letters unjoined.
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Year 4 English Progression

Child's speak target: <i>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i> Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. GD objective: Increase the speed, fluidity and quality of their handwriting [for example: by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Pupil's writing can usually be read without mediation and there is some consistency.	Pupil's writing can almost always be read; joined handwriting is the norm, written at a pace that usually keeps up with what pupils want to say.	Pupil's writing can be easily read; joined handwriting is the norm which is written at a pace that keeps up with what pupils want to say.
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Composition

Child's speak target: <i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. GD objective: Plan their writing by independently discussing and comparing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	With support pupil can identify key organisational and language features of a shared text working with a partner, small group or the whole class. They can, when prompted, identify the text type by naming it.	Pupil can usually identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. They can usually identify the text type by naming it and when prompted describe a context/scenario for using it: e.g. <i>the list at the top and the numbered bullets mean this is a set of instructions. You'd want these for putting a climbing frame together or making an omelette.</i>	Pupil can consistently and confidently identify, name and describe key organisational and language features of a shared text working with a partner, small group or the whole class. They can identify the text type by naming it and describe a context/scenario for using it.
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Year 4 English Progression

Child's speak target: <i>I am able to use ideas to plan my writing.</i> Plan their writing by discussing and recording ideas. ↳ GD objective: Plan their writing by discussing and recording a range of creative ideas in a range of contexts.	Pupil can, with support, use notes and pictures, from discussion with others, to plan writing.	Pupil can, independently, select the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing: e.g. <i>takes notes during discussion and organises them later into a 'boxing up' frame or story mountain.</i>	Pupil can consistently select the most relevant information, key vocabulary and most suitable ideas from discussion and notes to plan writing, improving and developing ideas to help plan own writing.
Child's speak target: <i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i> Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). ↳ GD objective: Draft and write by independently composing and rehearsing creative sentences orally (including dialogue), progressively building and using more creative and richer vocabulary and an increasing range of sentence structures (English Appendix 2).	Pupil can, with support, compose and orally rehearse sentences, sometimes incorporating new vocabulary. Variation in structure is limited to simple and sometimes compound structures.	Pupil can, independently, compose and orally rehearse sentences usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structures.	Pupil can, independently and confidently, compose and orally rehearse sentences, usually incorporating deliberate choices of vocabulary for impact. Variation in sentence structure includes: simple, compound and complex structures.
k target: <i>I can draft my work into paragraphs.</i> Draft and write by organising paragraphs around a theme. ↳ GD objective: Draft and write by appropriately organising paragraphs around a theme in a range of contexts.	Pupil can, with support, plan narrative and non-fiction texts into paragraphs before they begin writing. Pupil knows how to demarcate paragraphs on the page and is beginning to remember to do this as they write.	Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write: e.g. <i>by using a 'boxing up' frame, five-part story mountain, story map or other planning tool to help 'chunk' their writing into paragraphs.</i> Pupil knows how to demarcate paragraphs on the page and usually remembers to do this as they write.	Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write. Some evidence of ideas being developed within and between paragraphs. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.
Child's speak target: <i>I can organise my writing using different settings, characters and plot.</i> Draft and write by creating settings, characters and plot in narratives. ↳ GD objective: Draft and write by creating a diverse range of effective settings, characters and plot in narratives.	Pupil can, with support, create a convincing setting, characters and a simple plot but descriptions lack detail and plot tends to be over-reliant on action or on the modelled story.	Pupil can usually create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain some detail: e.g. <i>Kim huddled deeper into the hairy wool jumper gran had knitted. 'It's too cold out here, I want go back home.'</i> <i>'Don't be such a baby!' snapped Tyler, bossily, 'Look, the car's coming!'</i>	Pupil can consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot. Descriptions contain relevant detail and some meaningful interaction between characters.

Year 4 English Progression

Child's speak target: <i>I can organise my writing by using headings and sub headings</i> Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings]. GD objective: Draft and write by independently using simple organisational devices in non-narrative material [for example: headings and sub-headings] in a range of contexts.	Pupil can sometimes cluster related information, write a main heading for the text and subheadings for each paragraph.	Pupil can usually cluster related information logically and write an engaging main heading for the text and relevant subheadings for each paragraph.	Pupil can consistently and confidently write an engaging and appropriate main heading for the text and suitable subheadings for each paragraph.
Child's speak target: <i>I can edit my own work and that of others and add improvements to the texts.</i> Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. GD objective: Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting a range of valid improvements.	Pupil can, with support, read back their own writing cumulatively as they go and others' completed writing, monitoring to check the meaning is clear. They can identify and make suggestions for alteration.	Pupil can, usually and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. <i>they check the meaning is clear and organisational features are correct</i>. They can identify and make suggestions for alteration and improvement: e.g. <i>My second sub-heading doesn't really match the content of the paragraph underneath it. I need to change one or the other.</i>	Pupil can, consistently and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. <i>they check the meaning is clear, spellings, punctuation and organisational features are correct. They can identify and make suggestions for alteration and improvement.</i>
Child's speak target: <i>I can edit written work to improve the use of grammar</i> Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. GD objective: Evaluate and edit by proposing effective changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences in a range of contexts.	Pupil can, with support, proof-read and amend their own writing, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text.	Pupil can, independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g. <i>spotting repetitious language, verb/subject disagreement or lapses in tense.</i>	Pupil can consistently and confidently proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text.
Child's speak target: <i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i> Proof-read for spelling and punctuation errors. GD objective: Accurately proof-read for all spelling and punctuation errors in a range of contexts.	With support, pupil can spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.	Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. <i>I started that sentence with a fronted adverbial but I forgot to put the comma in, so I'll fix that now; You have written 'proberbly' because that's how lots of people say it, but think about close family words like probable</i>	Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.

		<i>and probability and that will tell you it has to be spelled 'probably'.</i>	
Child's speak target: <i>I can read my writing out to an audience in an interesting and clear manner.</i> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. GD objective: Confidently read aloud their own writing, to a group or the whole class, using a range of appropriate intonation and controlling the tone and volume so that the meaning is clear and the audience is engaged.	With support, pupil can read their writing loudly and clearly enough to be heard by all; there is some expression and pausing at the end of sentences.	Pupil can read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation.	Pupil can read own writing loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation; there is some variety in pace and emphasis and some use of different voices for the audiences' enjoyment.

Vocabulary Grammar Punctuation

Child's speak target: <i>I use commas after fronted adverbials - such as 'Later that day, I heard the bad news'.</i> Indicate grammatical and other features by using commas after fronted adverbials. GD objective: Indicate grammatical and other features by independently using commas after fronted adverbials in a range of contexts.	Pupil can, when prompted, use some appropriate conjunctions, adverbs and prepositions to express time and cause (and place).	Pupil can usually use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) at the beginning of a sentence, applying the new learning across a range of independent writing, e.g. <i>first, then, after, meanwhile, from, where. Despite the dark clouds, pupils were scurrying between the classroom and the field, hoping to finish their insect survey before the storm.</i>	Pupil can consistently and confidently use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) at the beginning of a sentence, spontaneously applying the new learning across a range of independent writing.
Child's speak target: <i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</i> Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns	Pupil can, when prompted, choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity. There may be some tail off in the application through a piece of writing.	Pupil can usually choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the learning across a wide range of independent writing: e.g. <i>When I was writing about bees, the hive and the queen, I remembered to write 'they', 'it'</i>	Pupil can consistently and confidently choose and correctly use appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity throughout a piece of writing.

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appropriately for clarity and cohesion and to avoid repetition. GD objective: Develop their understanding of the concepts set out in English Appendix 2 by creatively and independently choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.		and 'she' every other time so my writing was less repetitive but still clear.	
Child's speak target: <i>I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.</i> Develop their understanding of the concepts set out in English Appendix 2 by using fronted adverbials. GD objective: Develop and apply their understanding of the concepts set out in English Appendix 2 by independently using fronted adverbials.	Pupils can with support use fronted adverbials at the beginning of a sentence in their writing. For example, Later that day, I heard the bad news. Pupils are beginning to remember to use a comma after the fronted adverbial and with support can identify fronted adverbials in their own and others' writing.	Pupils can usually use fronted adverbials at the beginning of a sentence in their writing. For example, Later that day, I heard the bad news. Pupils remember to use a comma after the fronted adverbial and are able to identify fronted adverbials and spot errors in their own and others' writing.	Pupils can consistently use fronted adverbials at the beginning of a sentence in their writing. For example, Later that day, I heard the bad news. Pupils always punctuate these correctly, using a comma after the fronted adverbial and are able to identify fronted adverbials and spot errors in their own and others' writing.
Child's speak target: <i>I know I should not write in the same way that I talk.</i> Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. GD objective: Use grammatical terminology for Year 4 understanding and applying Standard English forms for verb inflections instead of local spoken forms [for example: we were instead of we was, or I did instead of I done] correctly in their writing where appropriate.	Pupil can, with support, explain the concept of verb tense (i.e. that it tells the reader whether events are in past, present or future). Pupil's writing shows some awareness of how commonly used verbs are inflected in different tenses. There is some consistency in use of tenses within writing, perhaps with occasional lapses.	Pupil can explain the concept of verb tense. Pupil's writing shows growing awareness of how commonly used verbs are inflected in different tenses. Use of tense in writing is usually consistent with few lapses. Pupil is beginning to use the present perfect form in contrast to the past tense: e.g. I have read three books by that author; the librarian has told me the new title will be in shortly.	Pupil can consistently and confidently write using the appropriate tense for the task, with virtually no lapses, including choosing to use the present perfect tense where appropriate in contrast to the past tense.
Child's speak target: <i>I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.</i> Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns. GD objective: Indicate grammatical and other features by accurately indicating possession by applying the possessive apostrophe with plural nouns in a range of contexts.	With support pupil can place the possessive apostrophe accurately in words with regular plurals, and in words with irregular plurals. With prompting, they can explain this punctuation rule to others.	Pupil can usually place the possessive apostrophe accurately in words with regular plurals: e.g. <i>girls', boys', animals'</i> and in words with irregular plurals e.g. <i>men's, women's people's, children's, mice's</i>. Pupil can usually explain this punctuation rule to others, spotting and correcting errors in own and others' writing.	Pupil can consistently and confidently place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals (see left). Pupil can almost always explain this punctuation rule to others, quickly spotting and correcting errors in own and others' writing.

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Child's speak target: <i>I can punctuate speech in a text</i> Indicate grammatical and other features by using and punctuating direct speech. GD objective: Indicate grammatical and other features by using and accurately punctuating direct speech.	With support, pupil can use inverted commas and other punctuation to indicate direct speech but is not yet consistent or reliable. Pupil is beginning to use apostrophes for plural possession and is aware of the need for commas after fronted adverbials.	Pupil can use inverted commas and other punctuation to indicate direct speech consistently and reliably. Pupil can use apostrophes for plural possession commas after fronted adverbials accurately and consistently across a range of independent writing.	Pupil can use inverted commas and other punctuation to indicate direct speech consistently and reliably. Pupil can use apostrophes for plural possession, commas after fronted adverbials accurately and consistently across a range of independent writing. Pupil is beginning to explore the use of commas to clarify meaning or avoid ambiguity: e.g. <i>Let's eat, Joe!</i> NOT <i>Let's eat Joe!</i>
Child's speak target: <i>I can talk about my work using the learning from my Year 4 grammar list.</i> Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading. GD objective: Use, understand and apply the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading independently.	With support, pupil can talk about their work using learning from the Year 4 grammar list. They are beginning to use and understand the grammatical terminology in Year 4 grammar when discussing their writing and reading.	Pupil can usually talk about their work using learning from the Year 4 grammar list. They are able to use and understand the grammatical terminology in Year 4 grammar when discussing their writing and reading.	Pupil can consistently talk about their work using learning from the Year 4 grammar list. They are able to independently use and understand the grammatical terminology in Year 4 grammar when discussing theirs and others writing and reading.
Child's speak target: <i>I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.</i> Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely. GD objective: Develop their understanding of the concepts set out in English Appendix 2 by independently using expanded noun phrases to convey complicated information concisely.	With support pupil can usually describe nouns using their understanding of the concept by describing in careful detail a complex object. For example using 'a dripping, shaggy dog' instead of 'a dog.'	Pupil can usually describe nouns using their understanding of the concept by describing in careful detail a complex object. For example using 'a dripping, shaggy dog' instead of 'a dog.'	Pupil can consistently and independently describe nouns using their understanding of the concept by describing in careful detail a complex object. For example using 'a dripping, shaggy dog' instead of 'a dog.'

