

<u>Handwriting</u>	<u>Composition</u>	<u>Vocabulary, Grammar and Punctuation</u>
I understand which letters, when adjacent to one another, are best left unjoined.	I can use paragraphs in my writing.	I can extend sentences using a sophisticated range of conjunctions e.g. <i>although, however, nonetheless, despite</i> .
My handwriting is legible, consistent and neat most of the time.	I can create settings, characters and a plot in narrative writing.	I can use the perfect form of verbs in contrast to the past tense.
I can ensure my handwriting is spaced sufficiently so that ascenders and descenders of letters do not touch.	I can use simple organisational features, such as headings and sub-headings.	I can express time, place and cause using conjunctions (<i>when, while, because, so</i>), adverbs (<i>then, next, soon</i>) and prepositions (<i>during, in, because of</i>).
<u>Spelling</u>	I can use an increasing range of sentence structures.	I can fronted adverbials, punctuated correctly using a comma.
I can use further prefixes and suffixes.	I can select from a wide range of known adventurous vocabulary for a purpose.	I can open sentences in a wide range of ways for interest and impact.
I can spell further homophones.	I can adapt the style of my writing for form and purpose e.g. <i>formal/informal</i> .	I can use inverted commas to punctuate direct speech.
I can spell phonetically regular or familiar polysyllabic words as well as all the Year 4 national curriculum words.	I can adapt my chosen form to the audience.	I can use most punctuation correctly, including at least 3 of the following: <ul style="list-style-type: none"> • Capital letter • Full stop • Comma • Question mark • Exclamation mark • Apostrophe
I can spell words that are often misspelt.	I can write a range of different forms/genres consistently.	I can choose nouns or pronouns appropriately within and across sentences to aid cohesion and avoid repetition.
Assessment: 6-10 Beginning 11-18 Within 19-23 Mastery		

