

Writing—Year 3

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To plan writing and to write with purpose.	- Discussing and recording ideas. - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - In narratives, creating settings, characters and plot.	Write for a range of purposes including creating settings and characters in narratives.	Write for a range of purposes including creating settings and characters in narratives. Compose sentences orally, discuss and record ideas.
To use imaginative description.	Using fronted adverbials.	- Using fronted adverbials (where, when, how). - Use adverbs - Use prepositions.	Use fronted adverbials (when, where, how) . Use adverbs . Use prepositions. Use alliteration.
To organise writing	In non-narrative material, using simple organisational devices [for example, headings and sub-headings].	Use headings and sub-headings in non-narrative writing.	Use headings and subheadings in non-narrative writing.
To paragraphs	Organising paragraphs around a theme.	Organise paragraphs around a theme.	Organise paragraphs around a theme. Use captions.
To use and to write sentences appropriately.	- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - Using the present perfect form of verbs in contrast to the past tense. - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Using conjunctions, adverbs and prepositions to express time and cause. - Learning the grammar for years 3 and 4 in English Appendix 2 - Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	- Use coordinating conjunctions (and/but/or/so/yet). - Use subordinating conjunctions (when/if/because/then). - Variety of simple, compound and complex sentences.	Use coordinating conjunctions (and/but/or/so/yet). Use subordinating conjunctions (when/if/because/then). Variety of simple, compound and complex sentences. Use tenses accurately including present perfect form verbs in contrast to past tense. Using pronouns to avoid repetition. Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].
To spell correctly.	- Use further prefixes and suffixes and understand how to add them (English Appendix 1) - Spell further homophones - Spell words that are often misspelt (English Appendix 1). - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - Use the first two or three letters of a word to check its spelling in a dictionary. - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	- Spell homophones correctly. - Spell words from the year 3 and 4 spelling list correctly.	Use prefixes and suffixes. Spell words which are often misspelt. Spell homophones correctly. Spell words from the year 3 and 4 spelling list correctly. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing—Year 3

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To punctuate accurately.	- Indicate grammatical and other features by: Using commas after fronted adverbials - Indicating possession by using the possessive apostrophe with plural nouns. - Using and punctuating direct speech. - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	- Use commas after fronted adverbials - Indicate possession using apostrophes with irregular plurals (e.g. children's) - Punctuate direct speech	Use commas after fronted adverbials. Indicate possession using apostrophes with irregular plurals (e.g. children's). Punctuate direct speech.
To analyse writing.	- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Assessing the effectiveness of their own and others' writing and suggesting improvements. - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Proof-read for spelling and punctuation errors.		Analyse writing which is similar to which they are planning to write to understand vocabulary, structure and grammar. Assess the effectiveness of their own and other's writing. Proof-read for spelling and punctuation errors.
To present neatly.	- 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. - 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].	Increase legibility, consistency and quality of handwriting.	Use diagonal and horizontal strokes to join and leave letters best left unjoined. Increase legibility, consistency and quality of handwriting.
To present writing.	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.		Read aloud own writing controlling, volume, tone and intonation so meaning is clear.

Writing—Year 4

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To plan writing and to write with purpose.	- Discussing and recording ideas. - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - In narratives, creating settings, characters and plot.	Write for a range of purposes including creating settings, characters and plots in narratives.	Write for a range of purposes including creating settings, characters and plots in narratives. Compose sentences orally, discuss and record ideas.
To use imaginative description.	Using fronted adverbials.	- Using fronted adverbials (where, when, how). - Use a variety of adverbs . - Expanded noun phrases.	Use similes. Use alliteration effectively. Using fronted adverbials (where, when, how). Use a variety of adverbs. Expanded noun phrases.
To organise writing	In non-narrative material, using simple organisational devices [for example, headings and sub-headings].	Use headings and sub-headings in non-narrative writing.	Use headings and subheadings in non-narrative writing.
To paragraphs	Organising paragraphs around a theme.	- Organise paragraphs around a theme. - Sequence paragraphs.	Organise paragraphs around a theme. Sequence paragraphs.
To use and to write sentences appropriately.	- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - Using the present perfect form of verbs in contrast to the past tense. - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Using conjunctions, adverbs and prepositions to express time and cause. - Learning the grammar for years 3 and 4 in English Appendix 2 - Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	- Use coordinating conjunctions (and/but/or/so/yet/for/nor). - Use a variety of subordinating conjunctions. - Variety of simple, compound and complex sentences. - Use tenses accurately.	Use coordinating conjunctions (and/but/or/so/yet/for/nor). Use a variety of subordinating conjunctions. Variety of simple, compound and complex sentences. Use tenses accurately including : -Present perfect: She has arrived. -Past perfect: By the time we arrived at the party, it had ended. -Future perfect: By the time we arrive, the party will have ended. Standard English forms for verb inflections instead of spoken forms (e.g. we were instead of we was). Use pronouns within and across sentences to aid cohesion.
To spell correctly.	- Use further prefixes and suffixes and understand how to add them (English Appendix 1) - Spell further homophones - Spell words that are often misspelt (English Appendix 1). - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - Use the first two or three letters of a word to check its spelling in a dictionary. - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	- Spell homophones and near homophones correctly. - Spell words from the year 3 and 4 spelling list correctly.	Use prefixes and suffixes. Spell words which are often misspelt. Spell homophones correctly. Spell words from the year 3 and 4 spelling list correctly. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing—Year 4

Area of writing	National Curriculum Objective	Teacher Assessment Framework	Milestone Indicators
To punctuate accurately.	- Indicate grammatical and other features by: Using commas after fronted adverbials - Indicating possession by using the possessive apostrophe with plural nouns. - Using and punctuating direct speech. - Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	- Punctuate direct & indirect speech - Indicate possession using apostrophes with irregular plurals (e.g. children's) and regular plurals (e.g. boys').	Use commas after fronted adverbials. Punctuate direct & indirect speech. Indicate possession using apostrophes with irregular plurals (e.g. children's) and regular plurals (e.g. boys').
To analyse writing.	- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Assessing the effectiveness of their own and others' writing and suggesting improvements. - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Proof-read for spelling and punctuation errors.		Analyse writing which is similar to which they are planning to write to understand vocabulary, structure and grammar and apply this to their own writing. Proposing changes to grammar and vocabulary to improve consistency and quality of writing. Assess the effectiveness of their own and other's writing. Proof-read for spelling and punctuation errors.
To present neatly.	- 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. - 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].	Increase legibility, consistency and quality of handwriting including identifying which letters are best left unjoined.	Use diagonal and horizontal strokes to join and leave letters best left unjoined. Increase legibility, consistency and quality of handwriting. Letters are equivalent in size and line spacing is sufficient so that ascenders and descenders do not touch.
To present writing.	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.		Read aloud own writing controlling, volume, tone and intonation so meaning is clear.