

YEAR 4 Agreed Non-Negotiables from previous year groups	<i>Write in a legible and consistent style, with increased quality and speed</i> <i>CL FS ? ! used consistently to write and edit work</i> <i>Commas to list</i> <i>Write letters with parallel down strokes and appropriate spacing</i> <i>' for contractions and singular possession</i> <i>Most year 3/4 words</i>	TRY	USE	PROVE
1. Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan				
2. Record and note ideas				
3. Compose and rehearse more complex sentences orally before writing, including dialogue				
4. Read their own writing aloud with appropriate intonation, volume and tone to make the meaning clear				
5. Use noun phrases expanded using modifying adverbs e.g. <i>It was really dark inside the damp, rather smelly cave</i>				
6. Use noun phrases expanded using prepositions e.g. <i>his tattered shirt under his dirty, torn jacket</i>				
7. Use fronted adverbials for effect e.g. <i>After the sun had set, /Gliding slowly into the room, / Rather timidly,</i>				
8. Use commas after fronted adverbials e.g. <i>teach and assess along with previous statement</i>				
9. Use a wider range of connectives to extend the range of complex sentences e.g. <i>more than just because/if/when/as – develop the use of commas for clauses</i>				
10. Use inverted commas and other punctuation accurately to indicate direct speech e.g. <i>using all the punctuation including supporting commas./!/? inside the speech</i>				
Term 2 Milestones complete				
11. Use an appropriate variety of simple, compound and complex sentences e.g. <i>simple sentences for tension or to communicate facts/ complex sentences to develop character, setting or point of view - develop the use of commas for clauses</i>				
12. Control the use of standard and non standard English e.g. <i>use non standard to develop character within dialogue – revisit inverted commas for speech</i>				
13. Use apostrophes to indicate plural possession e.g. <i>children’s coats the boys’ changing room</i>				
14. Use past and present tense accurately throughout a piece of writing inc. perfect verb forms (has been/had been) e.g. <i>consistent verb tense agreement and use of progressive/past/present</i>				
15. Organise content into relevant paragraphs across the text e.g. <i>use boxing up and story-mapping for fiction and standard organisational features of non-fiction writing during planning - revisit fronted adverbial phrases</i>				
Term 3 Milestones complete				
16. Use figurative devices such as similes and hyperbole e.g. <i>linked to poetry and quality text – use to build character/setting/atmosphere</i>				
17. Use nouns and pronouns to aid cohesion between sentences e.g. <i>to chain ideas across a paragraph – The man...he...the rough gentleman ...his... word classes revisit cohesion and paragraphing</i>				
18. Create and expand characters in narrative e.g. <i>using expanded noun phrases, similes, dialogue, fronted adverbial phrases</i>				
19. Create and expand settings in narrative e.g. <i>dedicate one paragraph to setting – often the opening paragraph</i>				
20. Engage the reader through the use of interesting word choices and descriptive phrases e.g. <i>linked to quality text/modelled text/ magpie phrases/year 3/4 word lists revisit figurative language</i>				
21. Create and expand plots in narrative e.g. <i>beginning/ middle /end with an alternative ending with some repetition throughout and at the end</i>				
Term 4 Milestones complete				
22. Expand the use of narrative language features e.g. <i>using expanded noun phrases, similes, dialogue, fronted adverbial phrases, power of 3, standard and non-standard English</i>				
23. Expand the use of non fiction language features e.g. <i>genre specific such as imperative verbs for instructions, precise nouns in reports, accurate tense, simple/compound/complex sentences, standard English</i>				
24. Can spell all the year 3/4 common exception words, homophones and words from other origins e.g. <i>include edited writing</i>				
25. Can spell words using all of the year 3/4 prefixes and suffixes e.g. <i>include edited writing</i>				
26. Can use the first 3 letters of a word to check spellings in a dictionary				
27. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary e.g. <i>linked to word banks and displays developed across the teaching sequence</i>				
28. Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations				
29. Write for an increasing range of purposes and audiences, including across the curriculum e.g. <i>linked to topic/quality text/wow days/opening experiences/ talk for writing sequences</i>				
30. Write free verse poetry, focusing on the meaning e.g. <i>teach specifically in terms 2/4/6</i>				
Term 5/6 Milestones complete				

