



English Assessment Framework: Year 4



On track to be expected for Year 4 ARE	Autumn	Spring	Summer	GDS extra challenge
Composition (Non-Fiction)	<ul style="list-style-type: none"> structures and organises writing with a beginning, middle and end across a range of text types uses texts similar to those that they are planning to write, to understand and learn from its structure assesses the effectiveness of own and others' writing Selects words for effect including appropriate topic words Uses own reading and models to support organisation of NF writing 	<ul style="list-style-type: none"> writes non-narratives using appropriate organisational devices organises paragraphs around a theme discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> Builds paragraphs around topics with or without subheadings Select words for effect including appropriate topic words Use own reading and models to support organisation of NF writing 	<ul style="list-style-type: none"> Use precise vocabulary and adapt the style of writing to suit audience.
Composition (Fiction)	<ul style="list-style-type: none"> Builds paragraphs around changes in time and place Develop settings by selecting descriptive words for effect Develop characters through vocabulary and dialogue Uses own reading, what is listened to and what is modelled to support development of character, setting and atmosphere 	<ul style="list-style-type: none"> Attempts to make simple links between paragraphs e.g. by using indications of time Selects descriptive words and uses what is read as a model Creates setting, character and plot in narratives Uses familiar structures / structures studied as a basis e.g. fables and myths 	<ul style="list-style-type: none"> Builds paragraphs around changes in time and place Develop settings by selecting descriptive words for effect Develop characters through vocabulary and dialogue Uses own reading, what is listened to and what is modelled to support development of character, setting and atmosphere 	<ul style="list-style-type: none"> Use a range of descriptive techniques to manage changes in mood and atmosphere. Adapt and maintain writing in both 1st and 3rd person.
Punctuation	<ul style="list-style-type: none"> Use apostrophes for singular & plural possession mostly independently Punctuate direct speech with few errors Use ! and ? to mark exclamations and questions Mark sentences with capital letters and full stops consistently and use capital letters for proper nouns Use commas to mark fronted subordinate clauses 	<ul style="list-style-type: none"> uses commas to demarcate fronted adverbials punctuates direct speech correctly, using commas after reporting clause and new speaker - new line 	<ul style="list-style-type: none"> Use apostrophes for singular & plural possession mostly independently Punctuate direct speech with few errors Use ! and ? to mark exclamations and questions Mark sentences with capital letters and full stops consistently and use capital letters for proper nouns Use commas to mark fronted adverbials including fronted subordinate clauses 	<ul style="list-style-type: none"> Consistently use dialogue sparingly so it effectively adds detail to writing and characterisation.
Grammar	<ul style="list-style-type: none"> Understand and use subordinate clauses and recognise subordinating conjunctions Recognises and uses adverbs to express time e.g. then, next, soon, after Uses prepositions to indicate time, place and cause e.g. before, after, during Use the present perfect form of verbs instead of the simple past Begins to use fronted adverbials 	<ul style="list-style-type: none"> becomes increasingly aware of subordinate clauses and experiments with their position in sentences uses Standard English when writing to ensure grammatical accuracy (I seen / I saw) uses vocabulary which is appropriate to task, audience and purpose Recognises personal pronouns 	<ul style="list-style-type: none"> Understand and use subordinate clauses and recognise subordinating conjunctions Understand fronted adverbials and use FA of time, place, reason and manner Recognise determiners and nouns in a noun phrase Expand noun phrases with adjectives and prepositional phrases 	<ul style="list-style-type: none"> Use a wide range of subordinating and coordinating conjunctions.
Transcription	<ul style="list-style-type: none"> Uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined Begins to use a dictionary to check spellings Spells some Y3/4 words correctly 	<ul style="list-style-type: none"> Use the first two or three letters of a word to check its spelling Writes with a legible and consistent style Ascenders and descenders do not touch 	<ul style="list-style-type: none"> Use a thesaurus to help with word choices Spell most Y3/4 words correctly Handwriting is joined and legible 	<ul style="list-style-type: none"> Evaluate and redraft work.



English Long-Term Plan: Year 4 Cycle A



	Autumn	Spring	Summer
Rich Texts	<ul style="list-style-type: none"> • The Iron Man • The Lion, the Witch and the Wardrobe 	<ul style="list-style-type: none"> • Witches • The Wizards of Once 	<ul style="list-style-type: none"> • Firework Maker's Daughter • The Butterfly Lion
Fiction Writing	<ul style="list-style-type: none"> • Description • Narrative • Spooky Writing • Poetry – tetractys 	<ul style="list-style-type: none"> • Description • Narrative 	<ul style="list-style-type: none"> • Description • Narrative • Poetry – free verse
Non-Fiction Writing	<ul style="list-style-type: none"> • Letter • Persuasive Advert 	<ul style="list-style-type: none"> • Newspaper Report • Persuasive Letter 	<ul style="list-style-type: none"> • Information Text • Biography • Recount
Punctuation	<ul style="list-style-type: none"> • Apostrophe for contraction • Punctuation of dialogue 	<ul style="list-style-type: none"> • Commas in fronted adverbials • New Speaker - New Line 	<ul style="list-style-type: none"> • Apostrophes for singular and plural possession • Revision of ! and ? • Capitalisation of proper nouns revision
Grammar	<ul style="list-style-type: none"> • Fronted adverbials • Subordinate Clauses • Conjunctions, adverbs and prepositions to express time, place and cause • Present, simple past, past perfect 	<ul style="list-style-type: none"> • Subordinate clauses & fronted adverbials (and the differences and crossovers with the two) • Personal pronouns 	<ul style="list-style-type: none"> • Determiners and nouns • Expanded noun phrases • Prepositional phrases (as fronted adverbials of place and time) • Possessive pronouns