

Name: PP: Yes/No	Year group joined/date:	SEND/EI
<b>English Composition</b>		
	Year 4 Expected	Year 4 Greater Depth
<b>PLANNING</b>	When planning writing, <b>independently create</b> and use key success criteria based upon examples of 'good' studied	Carry out research to find words that are specific to the event being written about
<b>DRAFT and WRITE</b> including vocabulary, grammar and punctuation engaging with the appropriate terminology	<p><b>Use simple and co-ordinating sentence structures consistently.</b> (A simple sentence; contains a subject and a verb, and it expresses a complete thought eg: Ben and Lucy play football every afternoon. A co-ordinating sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: for, and, but, or, yet, so eg: George played football so Ellie went shopping)</p> <p>Use Standard English verb forms accurately</p> <p>Begin to use <b>subordinating sentence structures</b> e.g because, if, although</p> <p>Use noun phrases which are extended by the addition of <b>modifying adjectives and prepositional phrases</b> e.g (the big, black dog that always barks at me or the lazy, brown dog in the kennel)</p> <p>Use a <b>fronted adverbial</b> to describe where, when or how the action is performed. E.g (As soon as he got the chance, Little Max stormed angrily upstairs to his bedroom because mum told him off.)</p> <p>Identify <b>prepositions, adverbs and conjunctions</b> within their own writing.</p>	<p>Consciously use short sentences to speed up action sequences.</p> <p>Vary the choice of pronouns correctly to refer to the first, second and third person, both singular and plural.</p> <p>Identify whether a sentence is a <b>subordinating or co-ordinating sentence</b>. Know which conjunctions are which.</p>
	<p>Use and understand the grammatical difference between plural and possessive 's'</p> <p>Know and use all direct speech punctuation correctly</p> <p>Use commas after fronted adverbials</p> <p><b>Use a colon to introduce a list</b></p>	Use commas or ellipses
	<p>Organise ideas into paragraphs around a theme <b>most of the time using conjunctions at the beginning of a sentence.</b> <b>Beginning new paragraphs using adverbials (time, place, number)</b> e.g. Throughout the night, the wind howled like an injured creature.</p> <p>Use appropriate choice of pronouns across sentences to aid cohesion and avoid repetition.</p>	

<b>Terminology</b>	To use, identify and manipulate the terminology: Inverted commas Colon Consonant & Vowel Imperative verb Preposition Conjunction (subordinate and co-ordinate) Clause, Subordinate clause and multi-clause Determiner Synonyms Relative clause Pronoun, Relative pronoun and possessive pronoun Metaphor Personification onomatopoeia adverbial	
<b>Character</b>	Maintain the sense of the character throughout the story using description, including similes and what the character says	Use dialogue and reactions from other characters to make characters more interesting.  Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of a character.
<b>Setting</b>	Describe the setting using more ambitious adjectives and similes	
<b>Plot</b>	Develop the plot using a story mountain starting a new paragraph for each section	
<b>Non Fiction</b>	Organise the structure of non-fiction writing so that it sustains an appropriate layout	
<b>EVALUATE and EDIT</b>	Peer assess using key success criteria based upon examples of 'good' studied  Self-assess using key success criteria based upon examples of 'good' studied  Use appropriate intonation and control the tone and volume so that the meaning is clear when reading writing aloud	Check to see if there are any sentences that can be re-organised so as to give writing a greater impact
<b>HANDWRITING</b>	Write ensuring that the down strokes of letters are parallel and equidistant; ascenders and descenders should not touch	