Terminology for pupils

By the end of year 4 pupils should be able to recognise and use the grammatical terms determiner, pronoun, possessive pronoun and adverbial

	B4	B5	B6
Composition	*Sometimes* writes noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*).	*Many* examples of noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)	Can write *effective* noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
	Begins to use Fronted adverbials (for example, *Later that day, I heard the bad news.*)	Uses **Fronted adverbials** *mostly* with the correct use of commas (for example: *Later that day, I heard the bad news.*)	Uses **Fronted adverbials** *effectively* and with the correct use of commas (for example: *Later that day, I heard the bad news.*)
	Uses an increasing range of sentence structures with growing effectiveness.	Uses an increasing range of sentence structures with growing effectiveness.	Uses an increasing range of sentence structures effectively.
	Use of paragraphs to organise ideas around a theme *some* of the time. May be limited to one sentence paragraphs or short sections with headings.	Use of paragraphs to organise ideas around a theme *many* times.	Use of paragraphs to organise ideas around a theme *most* of the time
	Sometimes uses **pronouns** or **nouns** within and across **sentences** to aid **cohesion** and avoid repetition.	*Many* examples of appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition	*Mostly* makes appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
	In narratives, can *sometimes* create settings, characters and plot.	In narratives, can create *effective* settings, characters and plot.	In narratives, can create *effective* settings, characters and plot.
	Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences *some* times.	Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences *many* times.	Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences *most* of the time.
	Some examples of varied and rich vocabulary that is increasingly appropriate for the purpose and audience of writing.	*Many* examples of varied and rich vocabulary that is mostly appropriate for the purpose and audience of writing.	Use varied and rich vocabulary that is appropriate for the purpose and audience of writing.
Spelling	Uses apostrophes correctly to indicate the grammatical difference between **plural** and **possessive** –*s some* of the time.	Uses apostrophes correctly to indicate the grammatical difference between **plural** and **possessive** –*s many* times.	Uses apostrophes correctly to indicate the grammatical difference between **plural** and **possessive** –*s most* of the time.
	Can correctly use Standard English forms for **verb inflections** instead of local spoken forms *some* of the time (for example, *we were* instead of *we was*, or *I did* instead of *I done*).	Can correctly use Standard English forms for **verb inflections** instead of local spoken forms *many* times (for example, *we were* instead of *we was*, or *I did* instead of *I done*).	Can correctly use Standard English forms for **verb inflections** instead of local spoken forms *most* of the time (for example, *we were* instead of *we was*, or *I did* instead of *I done*).

	Can correctly spell *many* of the words from the Year 3 and Year 4 Statutory Spelling list.	Can correctly spell *most* of the words from the Year 3 and Year 4 Statutory Spelling list.	Can correctly spell *most* of the words from the Year 3 and Year 4 Statutory Spelling list.
	Can correctly apply *many* of the spelling patterns from the Year 3 and Year 4 curriculum.	Can correctly apply *most* of the spelling patterns from the Year 3 and Year 4 curriculum.	Can correctly apply *most* of the spelling patterns from the Year 3 and Year 4 curriculum.
	Can proofread for Year 3 and Year 4 spelling errors *many* times.	Can proofread for Year 3 and Year 4 spelling errors *most* of the time.	Can proofread for Year 3 and Year 4 spelling errors *most* of the time.
Handwriting	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].		
Punctuation	Use inverted commas correctly *most* of the time with other speech **punctuation** used *some* of the time (for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!")*	Use inverted commas correctly *most* of the time with other speech **punctuation** used *many* times (for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!")*	Use of inverted commas and other **punctuation** to indicate direct speech *most* of the time (for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!")*
	Can use **apostrophes** to mark **plural** possession *some* of the time (for example, *the girl's name*, *the girls' names*).	Can use **apostrophes** to mark **plural** possession *many* times (for example, *the girl's name*, *the girls' names*).	Can use **apostrophes** to mark **plural** possession *most* of the time (for example, *the girl's name*, *the girls' names*).
	Can use **commas** to punctuate **fronted adverbials** *some* of the time.	Can use **commas** to punctuate **fronted adverbials** *many* times.	Can use **commas** to punctuate **fronted adverbials** *most* of the time.
	Can proofread for Year 4 punctuation errors *many* times.	Can proofread for Year 4 punctuation errors *many* times.	Can proofread for Year 4 punctuation errors *most* of the time.