



Name		Class of	
SPaG: Planning & Assessment Y4			
Statements	8	10	12, including all bold KPIs
Attainment	Year 4 Emerging	Year 4 Developing	Year 4 Secure
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas as possible. Ensure you have identified and dated where children have achieved each statement in the boxes below.			

Y4 SPaG		Date when statement has been achieved.		
Transcription – Spelling	<i>Revision from Y1 and 2: pay attention to suffixes.</i>			
	Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year3/4)).			
	Spell further homophones.			
	Spell words that are often misspelt (English Appendix 1 (Year 3 /4)).			
	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.			
Vocabulary, Grammar and Punctuation	<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by:</i>			
Word	The grammatical difference between plural and possessive -s.			
	Standard English forms for verb inflections instead of local spoken forms (e.g., we were instead of we was, or I did instead of I done).			
Sentence	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).			
	Fronted adverbials (e.g. Later that day, I heard the bad news.).			
Text	Use of paragraphs to organise ideas around a theme.			
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.			
Vocabulary, Grammar and Punctuation continued	<i>Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by</i>			
Punctuation	Use of inverted commas and other punctuation to indicate direct speech e.g., a comma after the reporting clause; end punctuation within inverted commas (e.g., The conductor shouted, "Sit down!").			
	Apostrophes to mark singular and plural possession (e.g., the girl's name, the girls' names).			
	Use of commas after fronted adverbials.			
Terminology for pupils	Use and understand the grammatical terminology in English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading(modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity).			