

Steps 25 to 27 Spelling, Punctuation & Grammar: Planning and Assessment from National Curriculum Lower Key Stage 2 Total Stars 45 5 KPIs

Step 24 must have been attained	Step	25, Entering Y4	26, Developing Y4	27, Secure Y4	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given as guidance for consistency and moderation purposes.
	Typical attainment time	Autumn Y4	Spring Y4	Summer Y4	
	Stars routinely required	24	30	36, including all underlined KPIs with 3 stars.	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Transcription - Spelling	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation continued	★ B	★ P	★ E
<p>Revision from Y1 and 2: pay attention to suffixes.</p> <ul style="list-style-type: none"> ❖ Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)). ❖ Spell words that are often misspelt (English Appendix 1). ❖ 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. ❖ <u>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</u> 				<p>Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by:</p> <p>Word</p> <ul style="list-style-type: none"> ❖ The grammatical difference between plural and possessive –s. ❖ <u>Standard English forms for verb inflections instead of local spoken forms (eg, we were instead of we was, or I did instead of I done).</u> <p>Sentence</p> <ul style="list-style-type: none"> ❖ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg, the teacher expanded to: the strict maths teacher with curly hair). ❖ <u>Fronted adverbials (eg, Later that day, I heard the bad news.).</u> <p>Text</p> <ul style="list-style-type: none"> ❖ Use of paragraphs to organise ideas around a theme. ❖ <u>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</u> 				<p>Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by:</p> <p>Punctuation</p> <ul style="list-style-type: none"> ❖ <u>Use of inverted commas and other punctuation to indicate direct speech eg, a comma after the reporting clause; end punctuation within inverted commas (eg, The conductor shouted, "Sit down!").</u> ❖ Apostrophes to mark singular and plural possession (eg, the girl's name, the girls' names). ❖ Use of commas after fronted adverbials. <p>Terminology for pupils</p> <ul style="list-style-type: none"> ❖ 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). 			
<p>Stars for Spelling will need to be carried forward from the Steps 22-24 Spelling, Punctuation & Grammar grid.</p>											

★:B Beginning to ★ P Progressing ★ E Embedded