Punctuation pathway Year 4 Grammar and sentence pathway

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| **Inverted commas and other punctuation to indicate direct speech, (for example, a comma after the reporting clause; end punctuation within inverted commas.)**Not expected Expected Exceeding | **Begin to extend the range of sentences with more than once clause, by using a wider range of conjunction (meanwhile, finally, in conclusion, in addition/additionally). Experiment with the placement of these conjunctions.**Not expected Expected Exceeding |
| **Use subordination (using when, if, that, because) and co-ordinating (using or, and, but).**Not expected Expected Exceeding | **Use an increasing range of sentence structures for effect. For example a series of short sentences to increase pace and longer sentences, including simple, compound and complex structures, for description).**Not expected Expected Exceeding |
| **Use capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks.**Not expected Expected Exceeding | **Increase their range of adverbials and ensure they are positioning these throughout the sentence, including using fronted adverbials.**Not expected Expected Exceeding |
| **Use commas to separate items in a list.**Not expected Expected Exceeding | **Show consistency in their decisions as to whether to use nouns or pronouns for clarity and cohesion and to avoid repetition.**Not expected Expected Exceeding |
| **Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.**Not expected Expected Exceeding | **Organise paragraphs around a theme**Not expected Expected Exceeding |
| **Commas after fronted adverbials**Not expected Expected Exceeding | **Confidently use the present perfect form of verbs in contrast to the past tense.**Not expected Expected Exceeding |
| **Use inverted commas for direct speech.**Not expected Expected Exceeding | **Write for an increasing range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decision about the form the writing should take (e.g. a narrative, an explanation, a report or description)**Not expected Expected Exceeding |
| **Apostrophes to mark plural possession**Not expected Expected Exceeding | **In non-narrative material, use simple organisational devices (for example, headings, subheadings or basic paragraph summaries)**Not expected Expected Exceeding |
|  | **Construct a variety of similes**Not expected Expected Exceeding |
|  | **Begin to be more specific with their word choices**Not expected Expected Exceeding |
|  | **Begin to use rhetorical questions (e.g. in persuasive writing: How would you like to live on the street?)**Not expected Expected Exceeding |

Terminology

Pupils should be taught to understand and discuss the terms

Determiner, pronoun, possessive pronoun, adverbial, metaphor, imperative, 1st/2nd/3rd person, common/proper/collective noun, onomatopoeia, rhetorical question, word class

Handwriting

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.

Use joined handwriting throughout their independent writing, in all subjects, not just English.

Conjunction- as well as using the conjunctions from Year 3.

Meanwhile, finally, in conclusion, in addition/additionally