

a title to make the reader want to read the story

a beginning to introduce the character/s and setting

a build-up to give hints and clues about what is going to happen

a dilemma where a problem is introduced

**a resolution where the dilemma
is resolved**

**an ending which draws the
story to a close**

**direct speech to move on the
action**

**a full range of spelling, grammar and punctuation
features that have been used in previous year groups
shown throughout, including adverbs, prepositions and
conjunctions to express time, place and cause; correct
tense use and subordinate clauses**

adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might

standard verb inflections consistently used, e.g. we were, not we was, I did, not I done

writing organised into paragraphs around a theme

settings, characters and plot created

nouns or pronouns used appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it

noun phrases expanded by the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair

fronted adverbials used, e.g. As quick as a flash... , Last weekend... followed by a comma

possessive apostrophes used accurately for plural possession, e.g. girls' toilets, children's toys

necessary punctuation used in
direct speech

prefix words spelt correctly, e.g.
irrelevant, autograph, incorrect,
disobey, superstar, antisocial

suffix words spelt correctly, e.g.
usually, poisonous, adoration

homophone spelt correctly, e.g.
which and witch

**knowledge of word families
used to aid spelling**

**Y3/Y4 statutory spelling words
spelt correctly**