Year 4 Writing

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| Transcription |  |  |  |  |
| *I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.* |  |  |  |  |
| *I can spell an increasing number of homophones.* |  |  |  |  |
| *I am able to spell words that are often misspelt.* |  |  |  |  |
| *I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.* |  |  |  |  |
| *When using a dictionary, I am able to use the first two or three letters of a word to check its meaning.* |  |  |  |  |
| *I can write simple sentences from memory that has been dictated to me, using the correct punctuation.* |  |  |  |  |
| Handwriting |  |  |  |  |
| *In handwriting, I know which letters are appropriate to join.* |  |  |  |  |
| *My joined handwriting is legible with all letters the same height and the correct distance apart from each other.* |  |  |  |  |
| Composition |  |  |  |  |
| *I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.* |  |  |  |  |
| *I am able to use ideas to plan my writing.* |  |  |  |  |
| *I am using an increasing range of sentence structures and richer vocabulary in my writing.* |  |  |  |  |
| *I can draft my work into paragraphs.* |  |  |  |  |
| *I can organise my writing using different settings, characters and plot.* |  |  |  |  |
| *I can organise my writing by using headings and sub-headings.* |  |  |  |  |
| *I can edit my own work and that of others and add improvements to the texts.* |  |  |  |  |
| *I can edit written work to improve the use of grammar.* |  |  |  |  |
| *When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.* |  |  |  |  |
| *I can read my writing out to an audience in an interesting and clear manner.* |  |  |  |  |
| Vocabulary Grammar Punctuation |  |  |  |  |
| *I use commas after fronted adverbials - such as 'Later that day, I heard the bad news'.* |  |  |  |  |
| *I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.* |  |  |  |  |
| *I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.* |  |  |  |  |
| *I know I should not write in the same way that I talk.* |  |  |  |  |
| *I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.* |  |  |  |  |
| *I can punctuate speech in a text.* |  |  |  |  |
| *I can talk about my work using the learning from my Year 4 grammar list.* |  |  |  |  |
| *I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.* |  |  |  |  |



Year 4

September Level \_\_\_\_\_\_

End of Year Target \_\_\_\_

Autumn 1 \_\_\_\_

Autumn 2 \_\_\_\_

Spring 1 \_\_\_\_

Spring 2 \_\_\_\_

Summer 1 \_\_\_\_

Summer 2 \_\_\_\_