

Name:



Writing Year 4

<b>Handwriting</b>
<ul style="list-style-type: none"><li>• Handwriting is joined, legible and consistent (ascenders and parallel and equidistant)</li><li>• From memory can write simple sentences with increasing speed, dictated by the teacher, which are legible including words and punctuation taught so far (back of books)</li></ul>
<b>Grammar</b>
<ul style="list-style-type: none"><li>• Can extend sentences with more than one clause by using a range of connectives (<i>e.g if, although, after, before, unless, while, whenever, meanwhile</i>).</li><li>• Can write simple, compound and complex sentences (<i>with the main clause at the beginning and end</i>).</li><li>• Beginning to vary tense forms <i>appropriately</i> (<i>he has gone out to play/he went to play/he will go out to play</i>).</li><li>• Can use standard English forms of verb inflections eg 'we were' not 'we was'.</li><li>• Can identify and sort determiners and use correctly in their writing.</li><li>• Can use these words when talking about my writing: determiner (article, demonstratives, quantifiers, possessive, pronoun, possessive pronoun, adverbial).</li></ul>
<b>Punctuation</b>
<ul style="list-style-type: none"><li>• Can use full stops, capital letters, exclamation marks and question marks .</li><li>• Can write speech in a variety of ways (<i>e..g'Help!' said Jim. Jim said, Help!</i>)</li><li>• Can change direct speech into reported speech (<i>including quotes</i>).</li><li>• Can use commas after fronted adverbials.</li><li>• Can indicate possession by using the possessive apostrophe with singular and plural nouns.</li></ul>
<b>Composition</b>
<ul style="list-style-type: none"><li>• Can use correctly punctuated speech to move a story forward.</li><li>• Can choose a range of nouns and pronouns (possessive, relative) for clarity and cohesion to avoid ambiguity and repetition.</li><li>• Can use appropriate similes and metaphors for effect.</li><li>• Can use rhetorical questions, quotes effectively (7 powers of persuasion)</li><li>• Can use fronted adverbials.</li><li>• Beginning to use simple, compound and complex sentences for effect .</li> <li>• Can write for different reasons and use different text types (refer to mapping)</li><li>• Can plan their writing, using structure, grammar and vocabulary from a given model.</li><li>• Can organise paragraphs and link with appropriate conjunctions, subheadings, diagrams</li><li>• Can include a viewpoint in my writing.</li><li>• Can create characters, settings and plots.</li><li>• Can proof read for sense, spelling and punctuation errors including identifying omitted words.</li><li>• Can identify areas for improvement.</li></ul>
<b>Vocabulary</b>
<ul style="list-style-type: none"><li>• Can use a rich, specific vocabulary (got, colours) for effect.</li><li>• Beginning to use a thesaurus</li></ul>
<b>Spelling</b>
<ul style="list-style-type: none"><li>• Can select the correct homophone form Y3/Y4 homophones .</li><li>• Can spell 100% of Y3/Y4 common exception words in my writing (<i>see sheet</i>)</li><li>• Begin to understand the etymology for Y3/Y4 words.</li></ul>
<b>Mastery</b>

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