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| **Age-related expectations: Year Four**Writing |
| **Transcription and handwriting** | **Vocabulary, grammar and punctuation** | **Composition** |
| **Spelling**1. I can spell commonly mis-spelt words, includingthose on the Y3/4 word list.2. I can form nouns using a range of prefixes egsuper…, anti…3. I can spell words with additional prefixes and suffixes and understand how to add them to root words (eg create word families; identify the root of longer words).4. I can create word families based on root words eg‘solve’, ‘solution’, ‘solver’, ‘dissolve’, ‘insoluble’.5. I recognise and spell homophones and near homophones.6. I can use the first two or three letters of a word to check its spelling in a dictionary (and begin to use a thesaurus to aid composition in similar way).**Handwriting**7. I have legible, joined handwriting with greaterconsistency (with diagonal and horizontal strokes,parallel vertical strokes, appropriate length ofascenders and descenders).8. I understand which letters should be left un-joined.***Grammar and punctuation terminology****pronoun**possessive pronoun**adverbial**determiner* | **Grammar**9. I can use adjectives for impact.10. I can use adverbs and fronted adverbials eg soon,then, next, stealthily.11. I use a wider range of conjunctions eg when,before, after, while, so, because.12. I can use descriptive noun phrases for impact,including phrases which are expanded by addingmodifying adjectives, nouns or preposition phraseseg One really hot summer’s day, On the coarsesand, The quite cool breeze, The biting cold wind.13. I can use prepositions eg before, after, during, in,because of, under.14. I can use ‘a’ / ‘an’ correctly eg ‘an open box’.15. I can use standard English forms for verbinflections instead of local spoken forms (eg ‘Wewere exhausted’, not ‘We was exhausted.’)**Punctuation**16. I can use inverted commas and other punctuationfor direct speech.17. I can use commas after fronted adverbials andother openers.18. I can use apostrophes to mark regular andirregular plural possession (embed in spellinglearning / tests).19. I can write from memory simple sentences dictatedby the teacher that include words and punctuationtaught so far.Try different sentence lengths and types to create particular effectsChoose word order in sentences for interest or clarityUse short sentences to show pace in the actionUse the power of three to show action and pace eg Charlie lifted hisbag, opened the gate and set off down the overgrown pathRecognise when a simile may generate more impact than ametaphor, and vice versaTry different ways of starting sentences eg – ed, ing, simileRe-order sentences when editing to create specific effectsChoose and find precise and effective vocabulary according to thepurpose, audience and desired effect | **Purpose and organisation**20. I can write a narrative with a setting, charactersand plot.21. I can write non-narrative using simpleorganisational devices such as headings and subheadings.22. I can use paragraphs around a theme.23. I can compose and rehearse sentences using awider range of structures (possibly including directspeech).24. I can compose and rehearse sentences using richvocabulary (well-chosen ‘wow words’ / phrases).25. I can plan by discussing models of writing andnoting its structure, grammatical features and useof vocabulary.26. I can use appropriate nouns and pronouns withinand across sentences to support cohesion andavoid repetition.27. I can use the present perfect form of verbs insteadof the simple pasteg He has gone out to play / He went out to play.**Editing**28. I can proof-read to check for errors in spelling andpunctuation.29. I can suggest improvements to my own writingand that of others eg grammar, vocabulary andpunctuation.30. I can read aloud what I’ve written with appropriateintonation, volume and tone.Develop character through description and dialogueDevelop interaction between characters through action and dialogueVary choice of nouns / pronouns correctly using alternative nounseffectively eg Mr Owen… He… The skilful teacher…Check to see if there are any sentences that can be re-organised soas to give my writing a greater impact |