

Year 4 Writing

Composition

I can **discuss and identify** similar writing / texts in order to learn new ideas for structure, vocabulary and grammar.

I can **compare** different genres of writing to explore differences and similarities.

I can **link** my writing to my own experiences to compose texts for a specific purpose / audience.

PLANNING - I can **discuss** and **record** ideas in detail before writing an initial **draft**.

I can compose and **rehearse** sentences orally.

I can build a varied and rich **vocabulary**.

I can develop an increasing **range** of sentence structures.

DRAFTING - I can organise **paragraphs** around a theme.

In **narratives**, I can create *settings*, *characters* and *plot* using ideas from my own reading experiences

In **non-narrative** writing, I can use simple organisational devices (e.g. headings and sub-headings)

EDITING: I can suggest improvements, e.g. changes to **grammar** and **vocabulary** to improve consistency **using resources such as a thesaurus**.

I can **proof-read** independently for spelling and punctuation errors.

I can **read aloud** confidently using appropriate *intonation* and controlling the *tone* and *volume* so that the meaning is clear.

Grammar & punctuation

I can choose **nouns** or **pronouns** appropriately for clarity, cohesion and **avoiding repetition**.

I can use fronted **adverbials**.

I can indicate **possession** by using the **possessive apostrophe** with plural nouns.

I can use **conjunctions**, **adverbs** and **prepositions** to express time and cause.

I can punctuate **direct speech** with **inverted commas** and commas.

I can use **commas** to mark **clauses in sentences**.

I can use and understand **grammatical terminology** when discussing writing and reading: *determiner*, *pronoun*, *possessive pronoun*, *adverbial*, *verb inflexions*

Spelling

I can use **prefixes** and understand when to add them.

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I can use the first two or three letters

I can spell further **homophones**, including near homophones, *effect*, *affect*.

I can include and **spell accurately** words from the **Year 4 word list**.

Handwriting

I can use the diagonal and horizontal strokes that are needed to **join** letter.

I can understand which letters, when adjacent to one another, are best left **unjoined**.

I can increase the **legibility**, **consistency** and quality of my handwriting.

I can ensure that lines of writing are **spaced** sufficiently so that the **ascenders** and **descenders** of letters do not touch.