

Year Four Writing

		Term One	Term Two	Term Three	Term Four	Term Five	Term Six	

		Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Transcription	Spelling	<div>1. I can confidently add prefixes (im-, ir-, re-, sub-,inter-, auto-) to words and I understand how these change the word.</div> <div>2. I can spell common homophones (e.g. their/there, which/witch).</div> <div>3. I can spell 60 of the year three/four words.</div> <div>4. I am beginning to use the possessive apostrophe for irregular plurals (children’s).</div> <div>5. I can use the first letter of a word to check its spelling in a dictionary.</div>	<div>22. I can confidently add suffixes (-ous) to words and I understand how these change the word.</div> <div>23. I can spell homophones (e.g. affect, effect).</div> <div>24. I can spell 80 of the year three/four words, including words which are often misspelt.</div> <div>25. I can use the possessive apostrophe for irregular and regular plurals correctly.</div> <div>26. I can use the first two letters of a word to check its spelling in a dictionary.</div>	<div>41. I understand how to add prefixes and suffixes (see Yr4 SPaG booklet).</div> <div>42. I can spell further homophones.</div> <div>43. I can spell 90 of the year three/four words including words which are often misspelt.</div> <div>44. I use the possessive apostrophe for regular plurals (girls’, boys’) and irregular plurals (children’s).</div> <div>45. I am beginning to use the first two or three letters of a word to check its spelling in a dictionary.</div> <div>46. I write from memory simple sentences dictated by the teacher.</div>	I have all of the expected strands and I am embedding these skills in all subjects.
	Handwriting	<div>6. I join letters appropriately.</div> <div>7. I have increased the legibility, consistency and quality of my handwriting (appropriately sized ascenders and descenders).</div>			

		Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Composition	Structure and Purpose	<u>PLANNING</u> 8. I can identify the structure, vocabulary and grammar in examples of writing. 9. With a peer I can discuss and record my ideas on a planning grid. <u>WRITING</u> 10. I can use headings, subheadings and captions within my non narrative writing. 11. I can use an opening, build up, problem, resolution and ending in my narrative writing. 12. I am developing my ideas for a plot. 13. I can orally compose sentences using ambitious vocabulary and use this in my writing. 14. I can compose sentences verbally using descriptive structures e.g. A, A N; V, V and V; similes and metaphors. 15. I can group similar ideas into a paragraph. <u>EVALUATING</u> 16. I can peer assess writing against the success criteria. 17. In a group I can suggest changes to grammar (pronouns, vocabulary choices) to improve my writing.	<u>PLANNING</u> 27. I am beginning to learn from examples of writing and can use this to write my own. 28. I can discuss and record my ideas on a planning grid. <u>WRITING</u> 29. I am beginning to use fact boxes and quotes within my non narrative writing. 30. I confidently use an opening, build up, problem, resolution and ending in my narrative writing. 31. I am developing my characters fully within my stories. 32. I can orally compose sentences using varied and ambitious vocabulary and use this in my writing. 33. I am using a variety of sentence structures appropriately. 34. I am beginning to organise paragraphs around a theme. <u>EVALUATING</u> 35. I can peer assess writing against the success criteria and suggest an improvement. 36. I can suggest changes to grammar (pronouns, vocabulary choices) to improve my writing.	<u>PLANNING</u> 47. I learn from examples of writing (structure, vocabulary and grammar) in order to write my own. 48. I can discuss and record my own ideas confidently. <u>WRITING</u> 49. In non narrative writing I use organisational features confidently. 50. In narratives I create settings, characters and plot fully using the story structure. 51. I compose and rehearse sentences orally, building a varied and rich vocabulary which I then use in my writing. 52. I can use a range of sentence structures. 53. I can organise paragraphs around a theme <u>EVALUATING</u> 54. I can assess the effectiveness of my own and others writing, suggesting improvements. 55. I can suggest changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns. 56. I proof read for spelling and punctuation errors. 57. I read aloud my writing using appropriate intonation and control.	<i>I have all of the expected strands and I am embedding these skills in all subjects</i>

	Step One		Step Two (Emerging)	Step Three (Expected)	Exceeding
Composition	Vocabulary, grammar and punctuation	<p>18. I can use a conjunction to link clauses within a sentence.</p> <p>19. I am beginning to use a range of connectives, adverbs and prepositions.</p> <p>20. I am beginning to use adverbial phrases, with a comma when used at the beginning of a sentence.</p> <p>21. I can use inverted commas (“ ”) consistently.</p>	<p>37. I can use an appropriate conjunction to link clauses within a sentence.</p> <p>38. I can use a range of connectives, adverbs and prepositions to express time or use.</p> <p>39. I can use a range of adverbial phrases and use a comma appropriately.</p> <p>40. I can use inverted commas in fiction and non fiction writing.</p>	<p>58. I can extend sentences using more than one clause using a range of conjunction (when, if, because, although).</p> <p>59. I use connectives, adverbs and prepositions to express time and use effectively.</p> <p>60. I can use a range of adverbial phrases effectively.</p> <p>61. I can use inverted commas correctly for direct speech.</p> <p>62. I use the present perfect form of verbs in contrast to the past tense.</p> <p>63. I am using the grammatical terminology (see Yr 4 SPaG booklet)</p>	<p><i>I have all of the expected strands and I am embedding these skills in all subjects</i></p>

Genres covered: