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| **Year 4 Writing Statements** |
| **Spelling** |
| |  | | --- | | * I can use further prefixes and understand how to add them (sub-, inter-, super-, anti-, auto-, im-, ir, il-). | | * I can use further suffixes and understand how to add them (-ation, -ly, -ous, 'shun' sound) | | * I can spell common exception words. | | * I can use the first two or three letters of a word to check its spelling in a dictionary. | | * I can apply spelling rules from English Appendix 1. | | * I can investigate word families based on common words e.g. solve, solution, dissolve. | | * I can use the correct article (a and an) before the next word. I can. | | * I understand that determiners make reference to a noun e.g. his, this, my, your, the. | | * I understand possessive pronouns e.g. mine, yours, hers, theirs. | | * I can spell further homophones (e.g. bawl/ball, break/brake) | | * I can use Standard English forms for verbs e.g. we were instead of we was, I did instead of I done. | | * I can write from memory simple sentences dictated by the teacher using words taught. | |
| **Being a writer** |
| |  | | --- | | * I can plan my writing by discussing and recording ideas. | | * I can plan my writing using structures from similar writing e.g. sub-headings. | | * I can compose and rehearse sentences orally to build a rich vocabulary and a range of sentence structures. | | * I can draft and write by organising paragraphs around a theme. | | * I can develop characters, settings and plot in narratives. | | * I can write for a range of purposes. | | * I can use organisational features in non-fiction writing e.g. sub-headings, bullet points. | | * I can assess the effectiveness of my own and other's writing and suggest improvements. | | * I can suggest changes to vocabulary and grammar to improve consistency e.g. pronouns. | | * I can proof-read to check for spelling and punctuation errors. | | * I can read aloud my writing with intonation, tone and volume. | |
| **Presentation** |
| |  | | --- | | * I use a consistent and legible style of handwriting. | | * My letters are an even size and evenly spaced. | |
| **Punctuation** |
| |  | | --- | | * I can use inverted commas and additional speech punctuation for direct speech. | | * I can use a new line for a new speaker when writing dialogue. | | * I can use basic punctuation (capital letters, full stops, question/exclamation marks) accurately. | | * I can use apostrophes for singular possession and plural possession (e.g. men's shoes, girls' shoes). | | * I know the grammatical difference between a plural and a possessive 's'. | | * I can use commas after fronted adverbials. | |
| **Sentences** |
| |  | | --- | | * I can use a wider range of connectives e.g. however, therefore, finally, meanwhile, on the other hand. | | * I can use fronted adverbials to say when, where and how things are done e.g. Later that day, … / Walking down the street, … | | * I can use prepositions to state time, place and cause. | | * I can use adverb (-ly) clauses to begin sentences e.g. Slowly looking around, he spotted the book. | | * I can use 'ed' words to begin sentences e.g. Frightened, Tom ran home. Exhausted, the soldier lay down. | |
| **Vocabulary** |
| |  | | --- | | * I can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition. | | * I can expand noun phrases by adding modified adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair. | | * I can use choose appropriate yet adventurous adjectives to describe. | | * I can choose more specific technical nouns and verbs. | | * I can choose where to use adverbs in my sentences. | | * I can use similes and can begin sentences with similes. | | * I can use metaphors. | |