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| **Year 4 Writing Statements** |
| **Spelling** |
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| * 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.
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| * I can write from memory simple sentences dictated by the teacher using words taught.
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| **Being a writer** |
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| * I can plan my writing by discussing and recording ideas.
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| * I can plan my writing using structures from similar writing e.g. sub-headings.
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| * 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.
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| * 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.
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| * I can suggest changes to vocabulary and grammar to improve consistency e.g. pronouns.
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| * I can proof-read to check for spelling and punctuation errors.
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| * I can read aloud my writing with intonation, tone and volume.
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| **Presentation** |
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| * I use a consistent and legible style of handwriting.
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| * My letters are an even size and evenly spaced.
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| **Punctuation** |
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| * I can use inverted commas and additional speech punctuation for direct speech.
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| * 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.
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| * I can use apostrophes for singular possession and plural possession (e.g. men's shoes, girls' shoes).
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| * I know the grammatical difference between a plural and a possessive 's'.
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| * I can use commas after fronted adverbials.
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| **Sentences** |
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| * I can use a wider range of connectives e.g. however, therefore, finally, meanwhile, on the other hand.
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| * 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.
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|  **Vocabulary** |
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| * I can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition.
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| * I can expand noun phrases by adding modified adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair.
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| * I can use choose appropriate yet adventurous adjectives to describe.
 |
| * I can choose more specific technical nouns and verbs.
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| * I can choose where to use adverbs in my sentences.
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| * I can use similes and can begin sentences with similes.
 |
| * I can use metaphors.
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