

By the end of Year 4 your child should achieve these objectives

Ideas

1. I can record what I am going to write about considering structure, vocabulary and grammar.
2. I can discuss writing similar to that which I am planning so I can learn from its structure, vocabulary and grammar.

Organisation

3. I can orally organise and retell what I am going to write building in rich and varied language and a range of sentence structures.
4. **I can organise a paragraph around a theme.**
5. **I can focus on the character and setting and plot within narrative writing.**
6. I can write in paragraphs.
7. I can use organisational devices to structure non-fiction text writing.

Voice

8. I can read aloud what I have written with appropriate intonation, controlling tone and volume to make the meaning clear.
9. I can discuss what I have written, proposing changes to grammar and vocabulary to improve consistency.
10. I can assess the effectiveness of my work and another pupil's work, giving relevant feedback.

Word Choice

11. I can use prepositions, conditionals, comparative and superlative adjectives to engage the reader.
12. I can use the power of 3 for description, action and persuasion.
13. I can expand noun phrases e.g. the teacher, expanded to, the kind maths teacher with curly hair.
14. I can start a sentence with a simile.

Sentence Fluency

15. **I can re-read and edit what I have written, proofreading for spelling and punctuation errors.**

Sentence Fluency (continued)

16. I can use a range of openers including using 'ed clauses' and 'ing clauses'.
17. I can use long and short sentences to add information or emphasise a point.
18. I can extend the range of sentences I use including using co-ordinating and subordinating conjunctions.
19. **I can appropriately use pronouns or nouns to avoid repetition.**

Grammar

20. I can use adverbs and prepositions to express time and place.
21. I know the difference between plural and possessive s.
22. I can use ' to show possession of singular and plural nouns.
23. **I can use fronted adverbials using a comma after them.**
24. **I can use the standard English forms for verb inflections e.g. we were instead of we was, I did instead of I done.**
25. **I can use and punctate direct speech including punctuating appropriately around it.**
26. **I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far.**

Spelling

27. I can recognise and spell homophones
28. I can use the first 2 or 3 letters of a word to check its spelling in a dictionary.
29. I can spell the commonly mis-spelt words from the year 4 list.

Presentation

30. I can join my writing using the correct joins.
31. My cursive handwriting is legible and consistent.
32. When writing my lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Key Spellings

accident(ally)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy
business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous

favourite
February
forward(s)
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn length
library
material
medicine
mention
minute
natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible

potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

Key Skills

Writing



Year 4



