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| Year 4 Writing Standards | | |
| A child will have met the Year 4 ‘standard’ by successfully achieving each of these statements.  **Highlighted steps in bold are key performance Indicators for year group** | | |
|  | Step | Secure within step |
| Composition | I can plan my writing by using and discussing similar writing to what I am going to write. This will give me ideas about content, words and layout |  |
| I can draft and write making improvements using the best words and sentences that I know |  |
| **I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together. I can use headings and sub-headings when needed** |  |
| **I can draft and write narratives creating characters, settings and plot with a consideration of audience and purpose.** |  |
| I can plan my writing by talking about the important parts to have in a story, poem or non-fiction piece and I can redraft a number of times |  |
| I can evaluate and edit my work changing the grammar to improve the way my work reads |  |
| **I can proof-read checking for errors in spelling and punctuation** |  |
| I can confident reading my writing aloud to a group with confidence making it sound clear and interesting |  |
| Handwriting | I can use the diagonal and horizontal strokes that are needed to join letters. |  |
| I can write my letters so that they are easy to read, all the same way up and the same size; my writing is spaced properly so the letters do not overlap |  |
| Vocabulary, grammar and punctuation | I understand the difference between plural and possessive –s |  |
| **I can make my writing interesting by using adjectives, nouns and phrases e.g. the teacher – expanded to: the strict maths teacher with curly hair** |  |
| **I can use adverb phrases e.g. later that day, I heard the bad news** |  |
| **I can use inverted commas to report directed speech** |  |
| I can use apostrophes to mark plural possession e.g. the girl’s name, the girls’ name |  |
| I understand the following words: determiner, pronoun, possessive, pronoun, adverbial |  |
| Spelling | I can use the prefixes un-, dis-, mis-, re-, pre- |  |
| I can spell words with endings sounding like ‘zh’ and ‘ch’ e.g. treasure, measure, picture and nature. |  |
| I can spell homophones accept/except, affect/effect, berry/bury, missed/mist, medal/meddle, rain/reign, weather/whether, who’s/whose |  |
| I can spell more complex words that are often misspelt – English Appendix 1 |  |
| I can add endings to words that sound like ‘shun’ spelt –tion, -sion, -ssion, -ian e.g. session, tension, magician. |  |
| I can use the prefixes in-, im-, il-, sub-, inter-, super-, anti-, auto-. |  |
| I can spell words with the ‘g’ sound spelt ‘gue’ and the ‘k’ sound spelt ‘que’ e.g. tongue, rogue and unique, antique. |  |
| I understand and can add the suffixes –ation, -ous. |  |
| I can spell words with the ‘s’ sound spelt ‘sc’ e.g. science or scene. |  |
| I can place the possessive apostrophe in words with regular plurals e.g. girl’s, boy’s and in words with irregular plurals e.g. children’s |  |
| I can use the first three or four letters of a word to check its spelling in a dictionary |  |