

SPOKEN WORD	YEAR 4: WRITING		
Participation & presentation	Spelling & handwriting	Composition	Vocabulary, grammar and presentation
I can clearly discuss answers arguments and opinions	I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	I can group similar information together in paragraphs in non-fiction writing, using headings and subheadings if necessary	My stories contain vivid and interesting settings, characters and plots
I can work collaboratively in discussion and extend ideas by asking relevant questions	I can spell all of the Year 3&4 word list	In narrative, I can use paragraphs for a change in action, setting and time	I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
I can adapt tone and formality to suit different audience	I can use the possessive apostrophe correctly in all situations, including regular and irregular plurals	In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion	I can write in Standard English forms for verb inflections (e.g. we were instead of we was)
I speak aloud with expression using an appropriate tone and can adapt this to varying audiences	I can use the prefixes il-, ir-, re-, sub-, inter-, anti-, auto-	I can plan my writing by discussing the similarities in structure, vocabulary and structure with other texts	I can use and punctuate direct speech, including punctuation within and surrounding the inverted commas
I can work with others to devise a short improvised drama or presentation	I can use the suffixes ly, -ation, -ous	I can read aloud my own writing to a group using appropriate intonation for clarity	I can use commas after fronted adverbials
I can compose and rehearse sentences orally to build vocabulary and sentence structure	I can spell words that are often misspelt (see appendix 1)	I can discuss and record my ideas when planning	I can proof-read for errors in spelling and punctuation
	I can spell all the sets of homophones/near homophones in appendix 1	My paragraphs have relevant openings	I can use extended noun phrases, including with prepositions
	I can use the diagonal and horizontal strokes that are needed to join letters	I can assess the effectiveness of my own and others work and suggest improvements, including thinking about the consistency of my writing	I understand the difference between the plural and possessive s
	I understand which letters, when adjacent to one another, are best left un-joined		I can use conjunctions, adverbs and prepositions to express time, cause and place
	My handwriting shows increasing legibility, consistency and quality		My writing suggests insights into character development through describing how characters look, react, talk, or behave, rather than by telling the reader
			I can consider the needs of the reader and provides background information in my writing
			I can choose words and phrases that engage the reader and support the purpose

			I can use the present perfect form of verbs in contrast to the present tense
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