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| **Year 4** | | | | | | | |
| **Spelling, Punctuation and Grammar** | | | | | | | |
| I can spell most words correctly (years 3 and 4) |  |  |  |  |  |  |  |
| I can experiment with a wide range of punctuation, although use may not be accurate, (e.g. commas, brackets, ellipsis) |  |  |  |  |  |  |  |
| I can use commas to mark clauses. |  |  |  |  |  |  |  |
| I can use commas after fronted adverbials. |  |  |  |  |  |  |  |
| I can usually use correct grammatical structures in sentences (nouns and verbs agree). |  |  |  |  |  |  |  |
| I can use subordinate clauses to write complex sentences. |  |  |  |  |  |  |  |
| I can use nouns, pronouns and tenses accurately and consistently throughout. |  |  |  |  |  |  |  |
| I can use expanded noun phrases e.g. modifying adjectives. |  |  |  |  |  |  |  |
| I can use appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition. |  |  |  |  |  |  |  |
| I can use more sophisticated conjunctions (although, when, if, because, however, nevertheless) |  |  |  |  |  |  |  |
| **Handwriting** | | | |  |  |  |  |
| I can maintain my handwriting with fluency, ensuring that ascenders and descenders are formed correctly. |  |  |  |  |  |  |  |
| I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined. |  |  |  |  |  |  |  |
| **Text structure and organisation** | | | |  |  |  |  |
| I can plan my writing to ensure that I have clear, logically sequenced ideas and structure across a range of genres. |  |  |  |  |  |  |  |
| I can use paragraphs to organise my writing. |  |  |  |  |  |  |  |
| I can choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition. |  |  |  |  |  |  |  |
| I can use simple and complex sentences within my writing. |  |  |  |  |  |  |  |
| **Composition and effect** | | | |  |  |  |  |
| I can develop characters and describe settings, feelings and emotions. |  |  |  |  |  |  |  |
| I can proof read for spelling and punctuation errors. |  |  |  |  |  |  |  |
| I can use linguistic features e.g. similes and metaphors to make my writing more interesting. |  |  |  |  |  |  |  |
| I can develop characters and describe settings, feelings and emotions. |  |  |  |  |  |  |  |
| I can plan my writing by discussing and recording ideas. |  |  |  |  |  |  |  |
| I can draft my writing after orally rehearsing what I want to say. |  |  |  |  |  |  |  |
| I can evaluate and edit my writing in order to make it better |  |  |  |  |  |  |  |
| I can proof read for spelling and punctuation errors. |  |  |  |  |  |  |  |
| I can write for a range of purposes (stories, myths and legends, plays, recounts, newspaper reports, information texts, persuasive texts, explanation texts and poems). |  |  |  |  |  |  |  |