



Year 4 Writing: End of Autumn

Termly Non-Negotiables

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| Vocabulary, Grammar and Punctuation |
| I can create and use sentences with an adverb starter. I can use a comma after an adverb starter. |
| I can create sentences with fronted adverbials for when. I can use a comma after the fronted adverbial . |
| I can use basic punctuation such as full stops and capital letters properly. |
| I can use inverted commas (speech marks) to show when someone is speaking. |
| I can spot, choose and use pronouns . |
| I can name nouns to make my writing more precise. |
| I can spot, explore and use the correct form of verbs in my writing to make sure it grammatically makes sense (Standard English). |
| Composition: Planning |
| I can identify and talk about why I am writing and who I am writing for. I can discuss the structure, words and grammar needed. |
| I can talk about and record my ideas for planning. |
| Composition: Drafting & Writing |
| I can develop my characters using action, speech and description. |
| I can improvise and create a conversation between two characters. |
| I can improve a piece of text given me by the teacher, by using different ways of building sentences. |
| I can use paragraphs to organise my writing in non-fiction texts, linking my ideas from one paragraph to another by using fronted adverbials for when. |
| I can link my ideas from one paragraph to another by using fronted adverbials for when and where. |
| Composition: Evaluating and Editing |
| I can proofread my writing to check for mistakes in spelling, grammar and punctuation . |
| I can talk about my writing with my teacher or a partner and make some changes in response to some of the points made using my purple polishing pen. |
| Composition: Performing |
| I can read my writing aloud to a group or class with meaning and expression. |

Key Autumn Focus: To develop age-related handwriting and spelling skills.