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|  |  | **Year 4- WRITING Milestone 2** |  |
| Composition | Sentence Structure/  Grammar | * I can use a range of subordinating conjunctions to join clauses e.g. although, since, until and coordinating conjunctions e.g. but, nor. |  |
| * I can use the present perfect form of verbs in contrast to the past tense. |  |
| * I can include direct speech, which is punctuated accurately. |  |
| * I can use nouns and pronouns appropriately. |  |
| * I can use conjunctions, adverbs and prepositions to express time and cause. |  |
| * I can use fronted adverbials for time, place and manner. |  |
| * I can accurately use a range of prefixes e.g. super-, anti-, auto-. |  |
| * I can consistently use ‘a’ or ‘an’ correctly. |  |
| Purpose | * I can use the main features of a type of writing |  |
| * I can identify and adapt techniques used by authors to create characters and settings. |  |
| Writing Voice | * I can create characters, settings and plots. |  |
| * I can write for a real life purpose. |  |
| * I can start to use figurative language: similes and alliteration. |  |
| * I can create descriptive phrases and use some collective nouns. |  |
| Cohesion &  Organisation | * I can discuss features of a model text: structure, vocabulary and grammar. |  |
| * I can share and record ideas when planning. |  |
| * I can compose and rehearse sentences orally in order to improve. |  |
| * I can organise paragraphs around a theme. |  |
| * I can use pronouns/ possessive pronouns to avoid repetition and improve cohesion. |  |
| * I can plan, write, edit and improve |  |
| * I can independently use simple organisational devices e.g. bullet points, subheadings |  |
| Transcription | Handwriting | * I can join letters, deciding which letters are best left un-joined. |  |
| * I can follow *Penpals for handwriting* for specific joins |  |
| * I can make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately. |  |
| Punctuation  & Vocabulary | * I can use commas after fronted adverbials consistently. |  |
| * I can mostly indicate possession by using the possessive apostrophe with plural nouns. |  |
| * I can fully punctuate direct speech most of the time. |  |
| * I can use ambitious vocabulary in the correct context. |  |
| Spelling | * I can identify some word families e.g. solution, solve, dissolve |  |
| * I can use prefixes and suffixes correctly most of the time. |  |
| * I can spell homophones correctly most of the time. |  |
| * I can spell correctly commonly misspelt words. |  |
| * I can place the possessive apostrophe mostly accurately in words with regular plurals (e.g. girls’, boys’) and in words with irregular plurals (e.g, children’s). |  |
| * I can use a dictionary to define words and a thesaurus to find synonyms/ antonyms. |  |
| * I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |  |
|  | Edit & Improve | * I can use and understand grammatical terminology when discussing writing and reading: word family, conjunction, preposition, direct speech, inverted commas (or ‘speech marks’), prefix, consonant, vowel, clause, subordinate clause. |  |
| * I can comment on the effectiveness of own/others writing. |  |
| * I can suggest improvements to improve own/others writing. |  |
| * I can proof read writing and identify some spelling and grammar errors. |  |
|  | * I can read aloud/perform writing to a group or whole class, using some intonation, volume and clarity. |  |