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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.
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| * I can use the present perfect form of verbs in contrast to the past tense.
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| * I can include direct speech, which is punctuated accurately.
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| * I can use nouns and pronouns appropriately.
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| * I can use conjunctions, adverbs and prepositions to express time and cause.
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| * I can use fronted adverbials for time, place and manner.
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| * I can accurately use a range of prefixes e.g. super-, anti-, auto-.
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| * I can consistently use ‘a’ or ‘an’ correctly.
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| Purpose | * I can use the main features of a type of writing
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| * I can identify and adapt techniques used by authors to create characters and settings.
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| Writing Voice | * I can create characters, settings and plots.
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| * I can write for a real life purpose.
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| * I can start to use figurative language: similes and alliteration.
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| * I can create descriptive phrases and use some collective nouns.
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| Cohesion &Organisation | * I can discuss features of a model text: structure, vocabulary and grammar.
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| * I can share and record ideas when planning.
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| * I can compose and rehearse sentences orally in order to improve.
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| * I can organise paragraphs around a theme.
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| * I can use pronouns/ possessive pronouns to avoid repetition and improve cohesion.
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| * I can plan, write, edit and improve
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| * I can independently use simple organisational devices e.g. bullet points, subheadings
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| Transcription | Handwriting | * I can join letters, deciding which letters are best left un-joined.
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| * I can follow *Penpals for handwriting* for specific joins
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| * I can make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately.
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| Punctuation& Vocabulary | * I can use commas after fronted adverbials consistently.
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| * I can mostly indicate possession by using the possessive apostrophe with plural nouns.
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| * I can fully punctuate direct speech most of the time.
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| * I can use ambitious vocabulary in the correct context.
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| Spelling | * I can identify some word families e.g. solution, solve, dissolve
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| * I can use prefixes and suffixes correctly most of the time.
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| * I can spell homophones correctly most of the time.
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| * I can spell correctly commonly misspelt words.
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| * 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).
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| * I can use a dictionary to define words and a thesaurus to find synonyms/ antonyms.
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| * I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
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|  | 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.
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| * I can comment on the effectiveness of own/others writing.
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| * I can suggest improvements to improve own/others writing.
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| * I can proof read writing and identify some spelling and grammar errors.
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|  | * I can read aloud/perform writing to a group or whole class, using some intonation, volume and clarity.
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