

Stakesby Community Primary School

Writing Age Related Expectations YEAR 4

		1	عاد	<u>_</u> #			
Name:	Term	1	2	3	4	5	6
WRITING: Transcription							
I can spell pairs of homophones and I rarely get them muddled.	1						
I can spell tricky words from our list of 100 and usually get them right.	2						
I can use an apostrophe to show possession in plural words, including irregular							
plurals (e.g. <i>children, people, cattle</i>) that do not end with a letter s and I know	3						
when an apostrophe is not required.							
I can spell words which have had prefixes I have been taught added to them.	4						
I can spell words which have had suffixes I have been taught added to them.	5						-
I can check the spelling of a word in a dictionary, using the first two or three (or							
more) letters.	6						
I can write a sentence as my teacher dictates it, using correct spelling and	7						
punctuation.							
I can join my writing in the way I have been taught, using ascenders and	8						
descenders and remembering letters which are best unjoined. I can form my joined writing so that the slope is even and the spacing between							
words and lines makes it clear and readable.	9						
WRITING: Composition							
I can look at good examples of writing, identify the features that make them work	4.0						
and then use those features to support me to write a similar text.	10						
I can work with a writing buddy to plan my writing and jot down ideas to help me	11						
remember what I want to include.	11						
I can say each sentence aloud before I write it, adding interesting words and using	12						
all the different sentence types I have been taught.							
I can plan and organise my writing to produce themed paragraphs.	13						
I can plan and write a story with a vivid setting, convincing characters and a plot	14						
that makes sense. I can plan and write a non-fiction text that is organised using features to help the							
reader understand.	15						
I can work with a writing buddy to assess the effectiveness of my writing against							
our success criteria and make changes and improvements that have been	16						
suggested.							
I can work with a writing buddy to improve grammar and vocabulary and to use	17						
pronouns to avoid repetition while making my meaning clear.							
I can proofread my own or my writing buddy's work for spelling and punctuation errors and make the necessary changes before my teacher sees my work.	18						
I can read my writing aloud to a group or to the whole class, holding their attention							
and making my meaning clear.	19						
WRITING: Vocabulary, Grammar and Punctuation							
I can form new nouns using prefixes I have been taught.	20						
I can identify and use words that belong together as a family based on a common							
root word and use them in my writing to make my meaning clear and exact.	21						
I can decide when to use a pronoun instead of a noun in my writing to avoid	22						
repetition while keeping my meaning clear.							
I can use the conjunctions I have been taught to combine more than one idea in a	22						
sentence and my sentences are structured differently by using different conjunctions.	23						
I can use conjunctions, adverbs, including fronted adverbials, and prepositions to	. .						
tell my reader when and why things happened.	24						
I can choose which form of the past tense to use to help my reader understand	25						
the order of events in my writing.							
I can decide whether to use a or an in front of a noun.	26						
I can punctuate direct speech correctly, using commas after fronted adverbials,	27						
and I rarely make a mistake.							