

Cheselbourne Village School Learning Ladder – Literacy: *Writing*

Year 4 National Curriculum Writing Objectives

Transcription

I can write simple sentences from memory that has been dictated to me, using the correct punctuation.	I can spell an increasing number of homophones. E.g. bear and bare	I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.
When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.	I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing. E.g. 'anti and 'ing'	I am able to spell words that are often misspelt. (Use the year 3/4 spelling list)

Handwriting

My joined handwriting is legible with all letters the same height and the correct distance apart from each other and written at an appropriate pace.

Composition

I plan my writing by looking at similar texts.	I can organise my writing by using headings and sub-headings.	I can edit written work to improve the use of spelling, punctuation and grammar.
I am able to use ideas to plan my writing.	I can organise my writing using different settings, characters and plot.	I am using an increasing range of sentence structures and richer vocabulary in my writing.
I can read my writing out to an audience in an interesting and clear manner.	I can draft my work into paragraphs.	

Vocabulary, Grammar & Punctuation

I know I should not write in the same way that I talk.	I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.	<i>Ongoing Objective (see below):</i> I can talk about my work using the learning from my Year 4 grammar list.
I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.	I describe nouns in careful detail when I need to write about a complex object.	I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.
I can punctuate speech in a text.		

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Grammar Rules Year 4:

Year 4: Detail of content to be introduced (statutory requirement)

Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <u><i>Later that day</i></u> , <i>I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] Apostrophes to mark plural possession [for example, <i>the girl’s name</i> , <i>the girls’ names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial