

**YEAR 4 WRITING PROGRESSION** Bold statements are absolutely essential as these are included in the assessment framework for end of Key Stage.

The statements reflect target tracker KPI statements and include slightly more detail from the National Curriculum.

Year	Word	Composition	Vocabulary, grammar and punctuation	Handwriting	Terminology
4	<p>I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</p> <p>I can identify word families based on root words e.g. solve, solution, solver, dissolve, insoluble.</p> <p>I can use the prefixes in-, im-, il-, ir-, sub-, inter-.</p> <p>I can understand and add the suffixes -ation, -ous.</p> <p>I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician .</p> <p>I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</p> <p>I can spell homophones which sound the same but have different meanings such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.</p> <p>I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.</p> <p>I can spell words with the 's' sound spelt 'sc' e.g. science, scene.</p> <p>I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p> <p>I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p> <p><b>I can spell national curriculum spelling words for year 4.</b></p> <p><b>See spelling appendix for all spelling rules that need to be taught</b></p>	<p>I can plan and improve my writing by discussing examples from other writers that I like, and looking at their use of sentence structure, words and grammar.</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece.</p> <p>I can redraft my work, making improvements by saying the work out loud, using the best vocabulary I know and the best sentence structures I can.</p> <p>I can use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (eg. she, the lady)</p> <p>I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together</p> <p>I can make my writing interesting by using adjectives and other descriptive methods.</p> <p>I can draft my work to engage the reader and adapt my work depending on the audience.</p> <p>I can organise my non-narrative writing so that it has headings and sub-headings.</p> <p>I can edit my work, and that of others, and suggest improvements.</p> <p>I can edit my work by changing the grammar to improve the way my work reads.</p> <p>I can proof-read my writing for spelling and use of punctuation.</p> <p>I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.</p>	<p><b>I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</b></p> <p>I can use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</p> <p>I can explain the difference between the plural and the possessive -s..</p> <p>I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</p> <p>I can use the correct form of the verb inflection (subject verb agreement) e.g. we were instead of we was or I did instead of I done.</p> <p>I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.</p> <p>I can use a comma after fronted adverbials (eg. Later that day, the fox woke up.)</p> <p>I can use paragraphs to organise ideas around a theme.</p>	<p>I can use diagonal and horizontal strokes fluently to join letters and know which letters are best left unjoined</p> <p>I can form letters consistently eg. down strokes are parallel and equidistant, letters are spaced sufficiently</p> <p>I can make my ascenders and descenders clear and consistent</p>	<p>I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.</p>

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