



Year 4	Achieved (Date)
<b>Spelling, Punctuation and Grammar</b>	
I can spell many year 3 and 4 common exception word correctly.	
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I can use the first, two or three letters of a word to check its spelling in a dictionary.	
I can use further prefixes and understand how to add them (sub-, inter-, re-, il-, im-, in-).	
I can use further suffixes and understand how to add them (-ous, -tion, -sion, -ssion, -cian).	
I can spell near homophones and use them correctly (e.g. affect and effect, accept and except).	
I can experiment with a wide range of punctuation, although use may not be accurate (e.g. commas, brackets, ellipsis, dashes, colons, semi-colons).	
I can use commas to mark clauses.	
I can use a fronted adverbial.	
I can use a comma after a fronted adverbial.	
I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	
I can use possessive apostrophes accurately in words with regular plurals (e.g. girls'/boys') and in words with irregular plurals (e.g. children's).	
I know and can identify determiners in a sentence.	
I can use Standard English in my writing (was/were, I did instead of I done)	
I can punctuate direct speech correctly including all of the necessary punctuation (e.g. a comma after the reporting clause and punctuation with inverted commas).	
I can use pronouns and possessive pronouns accurately.	
I can use expanded noun phrases (e.g. modifying adjectives - The teacher expanded to: The strict maths teacher with curly hair).	
I can use the present perfect form of verbs in contrast to the past tense.	
I can extend the range of my sentences with more than one clause by using a wide range of conjunctions (e.g. although, when, if, because, however, nevertheless).	
I can use subordinate clauses to write complex sentences.	
<b>Handwriting</b>	
I can maintain my handwriting with fluency, ensuring that ascenders and descenders are formed correctly.	
I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.	
<b>Composition</b>	
I can develop characters and describe settings, feelings and emotions.	
I can use linguistic features e.g. similes and metaphors to make my writing more interesting.	
I can plan my writing by discussing and recording ideas.	
I can draft my writing after orally rehearsing what I want to say.	
I can evaluate and edit my own and others' writing to assess the effectiveness and suggest improvements.	
I can use paragraphs to organise ideas around a theme.	
I can choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.	
I can use organisational devices such as headings, subheadings, bullet points.	

I can evaluate and edit grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences.	
I can analyse different text types before writing to understand structure, vocabulary and grammar.	
I can proof read for spelling and punctuation errors.	
I can read my writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	

	<b>Emerging</b>	<b>Emerging +</b>	<b>Developing</b>	<b>Developing +</b>	<b>Secure</b>	<b>Secure +</b>
Score	3-6	7-9	10-14	15-19	20-24	25+