

Child: _____

Year 4	Objective explanation
4E	
I can plan my writing by discussing and recording ideas.	Children need to be able to organise their thoughts , ensuring that their work is purposefully structured . In the planning phase (refine) children should be able to add vocabulary that they have learnt within the unit. Children’s ideas should be able to include their own ideas, drawing from wider reading where appropriate.
I can use expanded noun phrases (e.g. modifying adjectives - The teacher expanded to: The strict maths teacher with curly hair).	Children to use expanded noun phrases to add extra detail or to make the sentence more precise (e.g. The majestic, towering oak tree; The tall girl with red hair). Children to use a comma to indicate adjectives in a list if appropriate.
I can use fronted adverbials	Fronted adverbials or prepositional phrases (In the distance, above the treetops) to extend a sentence and add detail.
I can use pronouns and possessive pronouns accurately.	Children should be able to use pronouns (he, she, they, them) and possessive pronouns to refer to ownership (mine, theirs, ours).
I can maintain my handwriting with fluency, ensuring that ascenders and descenders are formed correctly.	Children should be able to maintain handwriting fluency and forming ascenders and descenders correctly by practicing regularly and paying close attention to letter formation, ensuring proper length and positioning. Feedback should be provided in every lesson.
I can spell some year 3 and 4 common exception word correctly.	These should be added into the children’s writing . This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. Please see attached the list of YR 3/4 common exception words . Children need to have attempted to write these words, however, only a few spellings need to be correct. These can be assessed through spelling tests.
4E+	
I can use commas after fronted adverbials	Children should be able to use fronted adverbials and correctly punctuate them with a comma .
I can use Standard English in my writing (I/he/she/it was, we/they were; I did instead of I done)	Children should be able to use Standard English in their writing. They should avoid using slang and should focus on the correct subject verb agreement . We were instead of we was.
I can develop characters and describe settings	Children should use the senses to describe a setting. Children can use a range of descriptive techniques, such as: expanded noun phrases (the glistening, frosty icicle); similes (the curtains covered the window, like a protective cloak shields a secret. The curtains covered the window as gracefully as a dancer twirling across the stage); Fronted adverbials or prepositional phrases (In the distance, above the treetops); and conjunctions to extend a sentence and add detail (subordinate conjunctions, after, before, when, as. Co-ordinating conjunctions, and, but and so.) . Children should use the above skills to also describe characters.

Child: _____

I can use similes to make my writing more interesting.	Children should be able to use 'like' or 'as' to compare two things (the curtains covered the window, like a protective cloak shields a secret).
I can use a subordinate clause with the conjunctions when, before, after, while, so, because in my writing.	Children should be able to use subordinate clauses in their writing and vary their position to add extra information to a sentence. See ISAWAWABUB attached.

Child: _____

4D	
I can use inverted commas around the words being spoken in a sentence.	Children need to be able to use inverted commas correctly to punctuate direct speech. Children can make some errors; however, it should not be more than once or twice.
I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.	Children should use diagonal strokes to join letters such as y and g, horizontal strokes to join letter such as o or r and understand that certain letters should remain unjoined (capital letters).
I can use organisational devices such as headings, subheadings, bullet points.	Children should be able to use headings, subheadings, and bullet points in their work, ensuring that they are used purposefully to guide the reader. (Heading: Tom Daley, Subheading: Early life, Bullet points: Used to split up items in a list.)
I can use apostrophes for contraction correctly.	Children should use apostrophes to show the omission of letters in a word. (won't – would not, can't – could not, I'd – I had, nobody's – Nobody is, won't – will not) There can be some errors in their writing when demonstrating this skill. Children can make some errors; however, it should not be more than once or twice.
I can often use a comma to punctuate a subordinate clause correctly.	Children should understand that commas should be used for subordinate clauses at the beginning of a sentence. (If we get time, we will go to the cinema.) Children can make some errors in this skill at this point in the year.
4D+	
I can spell many Year 3 and 4 common exception word correctly.	These should be added into the children's writing. This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. Please see attached the list of YR 3/4 common exception words. Children can make errors, for half of these spellings. This can be assessed through spelling tests.
I know and can identify determiners in a sentence.	Children should be able to understand and identify determiners in a sentence. A determiner is a word or group of words that introduces a noun and identifies it. Determiners include articles (such as "a," "an," and "the"), demonstratives (such as "this," "that,") possessives (such as "my," "your,") quantifiers (such as "some," "any,") and numbers (such as "one," "two".).
I can use metaphors to make my writing more interesting.	Children should be able to use metaphors (Her laughter was a melody, filling the room with joy and happiness) to add interest.
I can use paragraphs to organise ideas around a theme.	Children need to organise ideas into paragraphs.

Child: _____

<p>I can edit spelling and punctuation errors (proofread)</p>	<p>For this skill, children should show evidence of editing their spelling, punctuation (omission of commas, full stops, question marks) and their grammar (rereading the sentence to ensure it makes sense by reading aloud) using green pen.</p>
<p>I can use a range of adverbials for time (e.g. later), place (e.g. nearby), number (e.g. secondly) and manner (e.g. quickly)</p>	<p>Children should be able to use adverbial of time and place in their writing. These do not have to be fronted adverbials and can sit anywhere in a sentence. Adverbials for time: In the morning, I got up and made my bed. circumstances. Adverbials for place: She left her keys on the kitchen counter. At the top of the mountain, a breathtaking view unfolded before our eyes. Adverbials of manner: quickly, slowly, without hesitation</p>

Child: _____

4S	
I can use the first, two or three letters of a word to check its spelling in a dictionary.	Children to show evidence of editing of spellings in their work. Children to use dictionaries to check their spelling.
I can use a widening range of punctuation accurately (e.g. commas, brackets, ellipsis, apostrophes)	Children should be able to use a widening range of punctuation in their writing. Including: Commas (for subordinate clauses and fronted adverbials) Brackets (for parenthesis) ellipsis (to indicate an incomplete sentence or idea) and apostrophes (for omission in contractions or possession).
I can use apostrophes for plural possession.	Children should use apostrophes plural possession - The dogs' leashes are hanging by the door. (The leashes belong to multiple dogs.)
I can accurately use commas to punctuate subordinate clauses.	Children should use commas to punctuate a subordinate clause at the beginning of a sentence. Children should be able to use this skill accurately.
I can identify and use simple past, present and future tense (SPAG)	Simple past tense: The past tense describes something that took place at a specific time and has finished. I walked the dog yesterday. Present tense: The present tense describes actions that happen regularly. She spends every evening tidying her room. Future tense: This describes an action that has not happened yet but may happen in the future. I will walk to the shops.
I can identify and use the past and present progressive. (SPAG)	Past progressive: describes actions that took place in the past over a period of time. I was walking the dog when it started raining. Present progressive, describes an action that is happening now. She is tidying her room.
I can use brackets to add extra information to sentences.	Children should be able to use brackets for parenthesis in their writing: The door (which squeaked loudly) swung open with a gust of wind. WBC (white blood cells) help to defend our body from infection. Children can make some errors; however, it should not be more than once or twice.
4S+	
I can spell most year 3 and 4 common exception word correctly.	These should be added into the children's writing. This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. Please see attached the list of YR 3/4 common exception words. Children can make the occasional error – however, this should not be more than once or twice at the most. This can be assessed in a spelling test.
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)	Children need to be able to use inverted commas, full stops, commas and question marks correctly to punctuate direct speech. For 4S+, a child should be able to use direct speech with a reported clause at the end of a sentence. "Hurry up!" shouted Amelia. "It's raining again," moaned Arthur. Children should also know that direct speech needs to start on a new line for each new speaker.

Child: _____

<p>I can use a wider range of subordinate conjunctions (e.g although, when, if, however, nevertheless) and vary their position in the sentence</p>	<p>Children should be able to use subordinate clauses in their writing and vary their position. Children should understand that commas should be used for subordinate clauses at the beginning or embedded in the sentence. (If we get time, we will go to the cinema. We will go to the cinema, if we get time, to see Spiderman.)</p>
<p>I can draw on my wider reading and experiment with a wider range of punctuation although they may not be accurate (dashes, semi-colons, colons, hyphens)</p>	<p>Children should be able to experiment with punctuation. Dashes and brackets (for parenthesis), semi-colons (to mark boundaries between two independent clauses), colons (to introduce a list or mark an explanation or reason to a previous idea) and hyphens (join words, indicate word division, clarify meaning, and aid pronunciation).</p>
<p>I can evaluate and revise my writing by proposing changes to vocabulary, grammar, and punctuation (upskill)</p>	<p>Children will use editing for revisions. They will focus on additions and omissions to further the meaning they intend to have on the reader. They will use upskilling to choose vocabulary that improves their writing and make attempts to experiment with a wider range of punctuation.</p>

Child: _____

F A N B O Y S

for and *nor* *but* or yet so

I S A W A W A B U B

if *since* as when although while *after* before *until* because