

# Writing Success in Year 4

I can add prefixes ( <b>dis</b> appear) and suffixes ( <b>appear</b> ing) to root words ( <b>appear</b> ing).	I can correctly spell homophones in my writing such as their, they're and their or to, two and too.	I am able to spell words that are often misspelt.	I can use the possessive apostrophe with plurals for example girls' and children's.	When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.	I can write simple sentences that have been read aloud.	
	I join letters correctly.	My joined writing is neat and the correct size.	I can use and discuss ideas from similar texts to plan my writing.	I am able to use my own ideas to plan my writing.	I can use exciting vocabulary in my writing.	
I can draft my work into paragraphs.	I can organise my writing using different settings, characters and plot.	I can organise my writing by using headings and sub-headings.	I can edit writing and add improvements to content.	I can edit writing and improve grammar.	I can correct spelling and punctuation errors.	
	I can read my writing out to an audience in an interesting and clear way.	I use commas after <b>fronted adverbials</b> (adverbs at the beginning of a sentence) - such as ' <b>Later that day</b> , I heard the bad news'.	I can begin to use nouns and pronouns to improve my writing.	I am beginning to use <b>fronted adverbials</b> in my writing - for example ' <b>The next day</b> , I heard the bad news'.	I know I should not write in the same way that I talk.	
I use <b>possessive apostrophes</b> with <b>plural nouns</b> correctly for example children's.	I can punctuate speech.	I understand what all of these words mean: determiner, pronoun, possessive pronoun, adverbial, plural, verb inflections, fronted adverbials, noun and apostrophe.	I describe nouns in detail for example "The bitter, cold wind" instead of "The wind."			

