

# Age-related expectations: Year Four

## Writing

Transcription and handwriting	Vocabulary, grammar and punctuation	Composition
<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>I can spell commonly mis-spelt words, including those on the Y3/4 word list.</li> <li>I can form nouns using a range of prefixes eg super..., anti...</li> <li>I can spell words with additional prefixes and suffixes and understand how to add them to root words (eg create word families; identify the root of longer words).</li> <li>I can create word families based on root words eg 'solve', 'solution', 'solver', 'dissolve', 'insoluble'.</li> <li>I recognise and spell homophones and near homophones.</li> <li>I can use the first two or three letters of a word to check its spelling in a dictionary (and begin to use a thesaurus to aid composition in similar way).</li> </ol> <p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>I have legible, joined handwriting with greater consistency (with diagonal and horizontal strokes, parallel vertical strokes, appropriate length of ascenders and descenders).</li> <li>I understand which letters should be left un-joined.</li> </ol> <p><b>Grammar and punctuation terminology</b></p> <p><i>pronoun</i>  <i>possessive pronoun</i>  <i>adverbial</i>  <i>determiner</i></p>	<p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>I can use adjectives for impact.</li> <li>I can use adverbs and fronted adverbials eg soon, then, next, stealthily.</li> <li>I use a wider range of conjunctions eg when, before, after, while, so, because.</li> <li>I can use descriptive noun phrases for impact, including phrases which are expanded by adding modifying adjectives, nouns or preposition phrases eg One really hot summer's day, On the coarse sand, The quite cool breeze, The biting cold wind.</li> <li>I can use prepositions eg before, after, during, in, because of, under.</li> <li>I can use 'a' / 'an' correctly eg 'an open box'.</li> <li>I can use standard English forms for verb inflections instead of local spoken forms (eg 'We were exhausted', not 'We was exhausted'.)</li> </ol> <p><b>Punctuation</b></p> <ol style="list-style-type: none"> <li>I can use inverted commas and other punctuation for direct speech.</li> <li>I can use commas after fronted adverbials and other openers.</li> <li>I can use apostrophes to mark regular and irregular plural possession (embed in spelling learning / tests).</li> <li>I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li> </ol> <ul style="list-style-type: none"> <li>☞ Try different sentence lengths and types to create particular effects</li> <li>☞ Choose word order in sentences for interest or clarity</li> <li>☞ Use short sentences to show pace in the action</li> <li>☞ Use the power of three to show action and pace eg Charlie lifted his bag, opened the gate and set off down the overgrown path</li> <li>☞ Recognise when a simile may generate more impact than a metaphor, and vice versa</li> <li>☞ Try different ways of starting sentences eg – ed, ing, simile</li> <li>☞ Re-order sentences when editing to create specific effects</li> <li>☞ Choose and find precise and effective vocabulary according to the purpose, audience and desired effect</li> </ul>	<p><b>Purpose and organisation</b></p> <ol style="list-style-type: none"> <li>I can write a narrative with a setting, characters and plot.</li> <li>I can write non-narrative using simple organisational devices such as headings and subheadings.</li> <li>I can use paragraphs around a theme.</li> <li>I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).</li> <li>I can compose and rehearse sentences using rich vocabulary (well-chosen 'wow words' / phrases).</li> <li>I can plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary.</li> <li>I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</li> <li>I can use the present perfect form of verbs instead of the simple past eg He has gone out to play / He went out to play.</li> </ol> <p><b>Editing</b></p> <ol style="list-style-type: none"> <li>I can proof-read to check for errors in spelling and punctuation.</li> <li>I can suggest improvements to my own writing and that of others eg grammar, vocabulary and punctuation.</li> <li>I can read aloud what I've written with appropriate intonation, volume and tone.</li> </ol> <ul style="list-style-type: none"> <li>☞ Develop character through description and dialogue</li> <li>☞ Develop interaction between characters through action and dialogue</li> <li>☞ Vary choice of nouns / pronouns correctly using alternative nouns effectively eg Mr Owen... He... The skilful teacher...</li> <li>☞ Check to see if there are any sentences that can be re-organised so as to give my writing a greater impact</li> </ul>