



Year 4 National Standards

4c, 4b, 4a

I can use and understand the prefixes dis-, mis-, in- and im-

I can use knowledge of morphology and etymology and understand that the spelling of some words need to be learnt specifically.

I can spell a larger range of homophones/near homophones, e.g. accept/except.

I can spell words that are often misspelt. (English Appendix 1 Y3/4).

I can use apostrophes to show possession accurately, including plurals, e.g. the girls' book, as well as words with irregular plurals e.g. the children's book

I can spell words ending in -tion, -sion, -cian, -ssion.

I can use the first two or three letters of a word to look up its meaning in a dictionary.

I can write some complex sentences, to clarify relationships in time and space, e.g. meanwhile, during, while, until and following.

I can use inverted commas to punctuate direct speech, as well as other speech punctuation, e.g. a comma after the reporting clause and end punctuation within inverted commas.

I can use paragraphs as a way of grouping related ideas around a theme.

I can write in Standard English forms of verb inflections e.g. we were instead of we was.

I can use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)

I can use commas after fronted adverbials (e.g. Later that day, I heard the good news.)

I can use the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel.

I can plan my writing by discussing similar writing in order to understand and learn from its structure, vocabulary and grammar.

I can discuss and record my ideas.

I can plan what I am going to write by saying my sentences out loud one at a time, and rehearsing them (including dialogue).

My writing shows an understanding of audience and purpose.

In narrative, I create settings, characters and a plot.

My vocabulary is increasingly rich and varied.

My writing suggests insights into character development through describing how characters look, react, talk or behave, rather than telling the reader.

I am beginning to select appropriate grammar and vocabulary to clarify and enhance meaning.

My writing shows some evidence of viewpoint, e.g. use of authoritative voice or some evaluative comment.

In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion.

I can consider the needs of the reader and provide background information in my writing.

I can use paragraphing in narrative for a change in action, setting and time.

I can group similar information together in paragraphs in non-fiction writing.

I am beginning to use features of a given style to ensure that the style of writing is evident.

I can evaluate and edit by assessing the effectiveness of my own and others' writing, and suggesting improvements.

I can propose changes to grammar and vocabulary to improve consistency, including making sure pronouns are correct.

I can re-read what I have written to check for errors in spelling, grammar (including tense) and punctuation.

I can read my own writing aloud to a group or to the whole class, using appropriate intonation, and controlling my tone and volume (loudness) so that the meaning is clear.

Spelling

Grammar

Grammar

Composition
(Plan my ideas)

Composition
(Draft and Write)

Composition
(Draft and Write)

Composition
(Evaluate and edit)