



As a Year 4 Writer, I will...			
Composition	Plan writing by exploring features in similar texts.	Plan writing by recording ideas and vocabulary.	Read my own writing aloud to a group using appropriate volume so that meaning is clear.
	Re-read writing to check for spelling and Year 4 punctuation errors.	Identify ways to improve writing.	Use past tense, progressive tense and present tense accurately throughout a piece of writing,
	Use paragraphs to organise ideas around a theme.	Use headings, subheadings and labelled diagrams to set out work clearly with the reader in mind.	Make effective vocabulary choices, to have an impact on the reader.
Vocabulary, grammar and punctuation	Use a comma after a fronted adverbial.	Use apostrophes accurately to show plural possession and contraction.	Use inverted commas and other punctuation to indicate direct speech.
	Use and vary pronouns to replace a noun and avoid repetition.	Start sentences with adverbial phrases for manner, place and time.	Use a range of sentence structures extending from using a range of co-ordinating and subordinating conjunctions.
	Understand and demonstrate the knowledge of the difference between plural and possessive 's'.	Use standard English forms, for example we were instead of we was.	Use a range of adverbials to add information to the verb.



	Expand noun phrases by the addition of adjectives, nouns or prepositional phrases.	Use a thesaurus to find more ambitious vocabulary.	Use two or more features of figurative language to create effect: onomatopoeia, simile, alliteration, personification and metaphor.
Spelling	Spell most of the Year $\frac{3}{4}$ words correctly.	Evidence accurate use of spelling patterns from the Year 3 and 4 expectations.	Spell Year 3 and 4 homophones.
Handwriting	Use diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.	Make accurate joins in all writing.	