

Y4 Writing Objectives	Achieved
Transcription	
[KEY] Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
Use further prefixes and suffixes and understand how to add them (English Appendix 1). Prefixes: In- im- il- sub- inter- auto- Suffixes: -ation -ous -gue -que	
Spell further homophones. Meddle /medal accept / except/ affect effect bury / berry heel/heal/he'll knot/not missed / mist peace/piece seen /scene whether/weather	
Spell words that are often misspelt (English Appendix 1). /k/ sound spelt ch /s/ sound spelt sc	
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	
Use the first two or three letters of a word to check its spelling in a dictionary.	
Handwriting	
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	
Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	

Composition	
[KEY] Organising paragraphs around a theme.	
[KEY] Creating settings, characters and plot in narratives.	
[KEY] Proof-read for spelling and punctuation errors.	
Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. [Make appropriate choices about form]	
Discussing and recording ideas.	
Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). [Accurate sentence demarcation]	
Using simple organisational devices in non-narrative material [for example, headings and sub-headings].	
Assessing the effectiveness of their own and others' writing and suggesting improvements.	
Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	
Vocabulary Grammar Punctuation	
[KEY] Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	
[KEY] Using fronted adverbials. (showing time, place and manner)	
[KEY] Understanding Standard English forms for verb inflections instead of local	

spoken forms [for example, we were instead of we was, or I did instead of I done].	
[KEY] Using and punctuating direct speech.	
Using commas after fronted adverbials.	
Indicating possession by using the possessive apostrophe with plural nouns.	
Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.	
Using expanded noun phrases to convey complicated information concisely.	
Using an extensive range of conjunctions	
Using a range of punctuation . , ! ? : ()	