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| **Year 4 Writing Key Skills Overview** | |
| Composition | * I can write for a range of purposes. * I can write with a growing awareness of my audience. * I can use paragraphs to organise my ideas. * I can set the scene by describing characters, the setting or building up a plot. * I can evaluate and edit my work to make it better. * I can proof read my work and amend spelling and punctuation errors. * I can use a range of sentence openers including adverbial openers and subordinate clauses * I can use coordinating conjunctions (e.g. and, but, so) and subordinating conjunctions (because, although, even though). * I can edit my work to make it better and amend spelling and punctuation errors. |
| Grammar & Vocabulary | * I can use the past, present and future tenses of verbs correctly. * I can identify different types of nouns. * I can identify types of adverbs. * I can identify a statement, command and question. * I can identify subordinate, relative and main clauses. * I can identify past, present and future tenses in writing. * I know how to use a/an correctly. |
| Punctuation | * I can use capital letters and full stops correctly. * I can use question marks and exclamation marks correctly. * I can use commas in a list. * I can use commas to separate clauses. * I can use apostrophes in contractions such as don’t etc. * I can indicate possession by using the possessive apostrophe * I can begin to use semi-colons * I can use inverted commas (speech marks) to punctuate speech. * I can use a comma after an adverbial opener |
| Handwriting | * I can produce legible joined handwriting. * I can make choices about which letters to join. |
| Spelling | * I can spell high frequency words correctly (the 100 most common words e.g. the, when, there etc.). * I can spell most words correctly from the Year 3&4 spelling list * I can spell words from my weekly spelling tests correctly when using them in my written work. |
| Vocabulary | * I can use a range of synonyms e.g. yelled, shouted, moaned instead of said * I am beginning to use more adventurous vocabulary. * I can choose words considering their impact on the reader. * I can create my own similes e.g. as slow as a lazy snail. * I can create alliteration e.g. super Sammy sipped her soup. * I can create personification. |