

Year 4 Writing Standards

A child will have met the Year 4 'standard' by successfully achieving each of these statements.

	Step	Secure within step
Composition	I can plan my writing by using and discussing similar writing to what I am going to write. This will give me ideas about content, words and layout	
	I can draft and write making improvements using the best words and sentences that I know	
	I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together. I can use headings and sub-headings when needed	
	I can draft and write narratives creating characters, settings and plot with a consideration of audience and purpose.	
	I can plan my writing by talking about the important parts to have in a story, poem or non-fiction piece and I can redraft a number of times	
	I can evaluate and edit my work changing the grammar to improve the way my work reads	
	I can proof-read checking for errors in spelling and punctuation	
	I can confidently read my writing aloud to a group with confidence making it sound clear and interesting	
Handwriting	I can use the diagonal and horizontal strokes that are needed to join letters.	
	I can write my letters so that they are easy to read, all the same way up and the same size; my writing is spaced properly so the letters do not overlap	
Vocabulary, grammar and punctuation	I understand the difference between plural and possessive –s	
	I can make my writing interesting by using adjectives, nouns and phrases e.g. the teacher – expanded to: the strict maths teacher with curly hair	
	I can use adverbial phrases e.g. later that day, I heard the bad news	
	I can use inverted commas to report directed speech	
	I can use apostrophes to mark plural possession e.g. the girl's name, the girls' name	
	I understand the following words: determiner, pronoun, possessive, pronoun, adverbial	
Spelling	I can use the prefixes un-, dis-, mis-, re-, pre-	
	I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture and nature.	
	I can spell homophones accept/except, affect/effect, berry/bury, missed/mist, medal/meddle, rain/reign, weather/whether, who's/whose	
	I can spell more complex words that are often misspelt – English Appendix 1	
	I can add endings to words that sound like 'shun' spelt –tion, -sion, -ssion, -ian e.g. session, tension, magician.	
	I can use the prefixes in-, im-, il-, sub-, inter-, super-, anti-, auto-	
	I can spell words with the 'g' sound spelt 'gue' and the 'k' sound spelt 'que' e.g. tongue, rogue and unique, antique.	
	I understand and can add the suffixes –ation, -ous.	
	I can spell words with the 's' sound spelt 'sc' e.g. science or scene.	
	I can place the possessive apostrophe in words with regular plurals e.g. girl's, boy's and in words with irregular plurals e.g. children's	
	I can use the first three or four letters of a word to check its spelling in a dictionary	