

Year 4 Writing Framework

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I can start to increase the legibility, consistency and quality of my handwriting. 	<ul style="list-style-type: none"> I can increase the legibility, consistency and quality of my handwriting. 	<ul style="list-style-type: none"> I can write legibly and consistently in every piece of writing.
Spelling	<ul style="list-style-type: none"> I use the first two or three letters/sounds of a word to check in a dictionary. I can try and use a thesaurus to find synonyms for words. I spell words with supplementary prefixes and understand how to add them to root words (in-, sub- and inter-). Spells many of the Y3/4 common exception words. 	<ul style="list-style-type: none"> I spell words with suffixes and understand how to add them to root words (-ion, -ous, -ly). I use plural -s and possessive -s accurately. I spell words based on word families/root words accurately (interest, interesting, interested). Spells many of the Y3/4 common exception words. 	<ul style="list-style-type: none"> I recognise and spell the taught homophones (accept/except, whose/who's). I can spell the majority of words from the Year 3 and 4 word list. Spells most of the Y3/4 common exception words.
Composition	<ul style="list-style-type: none"> I begin to open paragraphs with topic sentences and organise them around a theme. I can include precise vocabulary and sentence structures (simple and compound) that link to the genre of writing. I can discuss and record my ideas, rehearsing orally. 	<ul style="list-style-type: none"> I can create and develop descriptive settings and characters that the reader can empathise with. I can create and develop detailed plot lines which move my narrative on. I can compose a poem using poetic devices and figurative language (rhyme, similes, repetition, alliteration). 	<ul style="list-style-type: none"> My endings are developed and close the narrative appropriately. My narrative writing includes effective dialogue, which moves the story on. I can compose a poem using a metaphor. I can plan and write a non-fiction piece using organisational devices which support the genre.
Grammar	<ul style="list-style-type: none"> I use a range of sentences with more than one clause through my use of conjunctions. (however, despite, as well as, although). I use the correct article – a or an (most of the time). I use fronted adverbials for place, time or manner, including the use of a comma. 	<ul style="list-style-type: none"> I use appropriate nouns or pronouns to support cohesion and avoid repetition. I use expanded noun phrases with modifying adjectives (The strict teacher with curly hair). I make improvements to my writing by proposing changes to grammar and vocabulary which enhance my writing. 	<ul style="list-style-type: none"> I build cohesion through the controlled use of tenses and conjunctions. I can use standard English most of the time. I can use a subordinate clause to make a complex sentence, which adds additional information. I know the difference between a phrase and clause.

	<ul style="list-style-type: none"> • I use adverbs and prepositions to express time, place and cause. 		<ul style="list-style-type: none"> • I use the perfect and progressive form of verbs mostly accurately.
Punctuation	<ul style="list-style-type: none"> • Most of my sentences are correctly demarcated. (. ! ? CL and commas in a list, comma after a fronted adverbial). • Some of the time, I can use apostrophes for possession (regular plurals and irregular plurals). 	<ul style="list-style-type: none"> • Most of my sentences are correctly demarcated. (. ! ? CL and commas in a list, comma after a fronted adverbial). • I can use inverted commas accurately, including a comma for the reporting clause. 	<ul style="list-style-type: none"> • Most of my sentences are correctly demarcated. (. ! ? CL and commas in a list, comma after a fronted adverbial, comma in a subordinate clause and a comma for a reported clause). • I use the apostrophe for omission and possession.