



HANDWRITING AND SPELLING	
1	I can spell the year 4 common exception words correctly.
2	In my handwriting, my letters are well formed and are a consistent size.
3	I can use the first 3 letters of a word to check its spelling in a dictionary.
WORD	
1	I know what nouns , adjectives , verbs and adverbs are. I can give some examples. dog girl dark calm ran jumped loudly swiftly
2	I can identify and use determiners . e.g. a/an, the, this/that, these/those, my/your/his/our/their, some/any/many
3	I can use pronouns to take the place of a noun in a sentence. e.g. he/she/they/we/it/who Joe saw Jill. He waved at her.
4	I know the difference between an s used for a plural and an s used for possession . I can use an apostrophe for the possessive s . Plural = two coats, a forest of trees possessive = the dog's tail, the bag's buckle
5	I can use the correct verb form in my writing. we were (instead of : we was) I did (instead of: I done).
SENTENCE	
1	I know what a phrase is (does not contain a verb) and what a clause is (contains a <u>verb</u>). phrase = in the park, at midnight clause = laughing out loud, running swiftly
2	I can use expanded noun phrases to make my writing more interesting. The strict maths teacher with curly hair (instead of: the teacher)
3	I can use fronted adverbials to give information about: How? When? Where? Cautiously, he opened his eyes. Late that night, it all began.
4	I can use complex sentences, e.g. one main clause + one or more subordinate clauses . Whilst laughing out loud, the man entered the room. The man entered the room, which was full of people. The man, who had a frown on his face, entered the room.
5	I can use interesting verbs and adverbs for effect. He slowly limped across the room. She trudged angrily down the street.
6	I can use a mixture of simple sentences and compound sentences for effect. The boy walked to the park. It was extremely sunny but he had forgotten his shades.
TEXT	
1	I can start a new paragraph in my writing (both fiction and non-fiction) when I want to talk about a new theme/idea. During the Stone Age, stone tools were used. The people would use these tools to... The food that the people living in the Stone Age would eat was likely to be..
2	I can use the pronouns in the place of names and other nouns (personal - he, she, we, they, it, which; possessive - my, his, her, their) to aid cohesion . Amy had a bike. She loved it very much. Her brother was jealous. He wanted it. A miptor is a fierce animal that lives in the wild. It eats mice. This menacing creature can be found hunting at night.
3	I can make changes to spellings, grammar and punctuation to improve my work.
PUNCTUATION	
1	I can use capital letters , full stops , question marks and exclamation marks correctly in my writing (for sentences , questions and commands). The swings are fun. Run! I thought. Where would I hide?
2	I can use a full stop to show a main clause has ended, or a conjunction to link another main clause. I do not run sentences together or comma splice .
3	I can use apostrophes to mark plural possession . the girl's name, the dog's tail (singular) the girls' names, the dogs' tails (plural)
4	I can use the rules of speech accurately: inverted commas (speech marks), punctuation before close, different word for said, new line for new speaker, adverb . "Thanks for helping," exclaimed Dad happily.
5	I can use commas to mark clauses in complex sentences and after fronted adverbials. In the garden, birds tweeted happily.