

Leigh St. John's C.E. Primary School Writing Objectives for Year 4



	The pupil can:	W/ E /Exc	Comments
1	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.		
2	Use prefixes and suffixes and understand how to add them *		
3	Spell words that are often misspelt (English Appendix 1)*		
4	Spell homophones from the Y3 and 4 spelling list*		
5	place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals *^		
4	use the first 2 or 3 letters of a word to check its spelling in a dictionary		
5	Write legibly		
6	Form letters and digits consistently, with the correct size, orientation and relationship to one another		
7	Space writing sufficiently so ascender and descenders do not meet		

8	Join appropriate letters consistently		
	Discuss and develop initial ideas in order to plan and draft before writing.		
9	Write to suit purpose and with a growing awareness of audience, using some appropriate features.		
10	Organise writing into sections or paragraphs, including fiction and non-fiction.		
11	Appropriately use a range of presentational devices, including use of title and subheadings.		
12	Use dialogue, although balance between dialogue and narrative may be uneven.		
13	Describe characters, settings and plot, with some interesting details.		
14	Evaluate own and others' writing; proof read, edit and revise		
15	Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. ^		
16	Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. ^		
17	Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... ^		

18	Use expanded noun phrases and adverbial phrases to expand sentences. ^		
19	Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. ^		
20	Use inverted commas accurately for direct speech. ^		
21	Identify the correct determiner e.g. a, an, these, those. ^		
22	Usually use the past or present tense, and 1st/3rd person, consistently. ^		
23	Identify the correct determiner e.g. a, an, these, those. ^		

A pupil working at greater depth will use all these elements but demonstrate a deeper understanding of the subject they are writing about through the use of more sophisticated vocabulary choices. Sentences will be written and/or re-organised to give writing greater impact, such as short sentences for effect. Pupils will be seen to revise and edit their work by re-ordering sentences to create maximum effect. In character description, the pupil will also use speech and action to enable the reader to infer what the character is like. There may also be some use of simile or metaphor to help create a powerful image of a character or setting. There will be a varied choice of pronouns for the first, second and third person. Overall, writing will convey a real sense of purpose and awareness of the audience.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^This relates to grammar and punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).