

	Year 4
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>• I meet the Year 3 objectives and:</li> <li>• My down strokes are becoming parallel and equidistant.</li> <li>• My ascenders and descenders are a suitable length and do not touch.</li> </ul>
<b>COMPOSITION</b>	
Purpose	<ul style="list-style-type: none"> <li>• The purpose of my writing is often clear.</li> <li>• I can include the main features of a style of writing</li> <li>• I often show that I am aware of the reader.</li> </ul>
Description	<ul style="list-style-type: none"> <li>• In narrative writing, I am beginning to use descriptive language to add imaginative detail to characters, settings and plot.</li> <li>• I am beginning to integrate dialogue.</li> </ul>
Cohesion	<ul style="list-style-type: none"> <li>• I can often link sentences within paragraphs (using conjunctions, pronouns, adverbs).</li> <li>• I can use paragraphs to organise my ideas.</li> <li>• In non-narrative writing, I can use simple organisational devices (e.g. headings and subheadings).</li> </ul>
Plan / draft / evaluate	<ul style="list-style-type: none"> <li>• I can discuss examples of other people's writing, beginning to identify the structure, grammar and vocabulary used.</li> <li>• I can compose and rehearse sentences orally using a varied vocabulary and a range of sentence structure.</li> <li>• I can assess the effectiveness of my own and other's writing.</li> <li>• I can often suggest improvements to vocabulary and grammar to improve consistency (including accurate use of pronouns in sentences).</li> <li>• I can read my writing aloud to a group or the whole class using the appropriate intonation, tone and volume so the meaning is clear.</li> </ul>
<b>Vocabulary, Grammar and Punctuation</b>	
Punctuation	<ul style="list-style-type: none"> <li>• I can use capital letters, full stops, question marks and exclamation marks accurately.</li> <li>• I often use commas correctly (e.g. within lists, after fronted adverbials and after subordinate clauses when at the start of a sentence).</li> <li>• I often punctuate direct speech correctly.</li> <li>• I can use the apostrophe of possession with plural nouns.</li> </ul>
Sentence construction	<ul style="list-style-type: none"> <li>• I can use coordinating conjunctions (FANBOYS) to extend my sentences.</li> <li>• I can use a range of subordinating conjunctions (e.g. when, if, because, although) often correctly.</li> <li>• I can vary my use of tenses, including using the present perfect in contrast to the simple past (I have gone rather than I went).</li> </ul>
Vocabulary and grammar	<ul style="list-style-type: none"> <li>• I often use fronted adverbials appropriately to link sentences.</li> <li>• I use nouns and pronouns appropriately for clarity, cohesion and to avoid repetition.</li> <li>• I can use conjunctions, adverbs and prepositions to express times and cause</li> </ul>