



## Year 4 Writing Grid

Name: \_\_\_\_\_ **Ongoing** **Autumn** **Spring** **Summer**

### Working Towards Skills

write simple, coherent narratives which are real or fictional									
demarcate most sentences with capital letters and full stops									
some evidence of other punctuation used accurately									
use tense consistently within a single sentence									
correct and consistent use of the suffixes 'ed' and 'ing'									
Ensure writing can be read									

### Composition and effect

I can	ensure that the purpose of my text is clear and consistent								
	edit my writing to improve it.								
	choose to write in first or third person for effect and use it consistently								

### Punctuation

I can accurately use	commas to separate clauses								
	apostrophes to show possession								
	plural possessive apostrophes								
	commas after a fronted adverbial								
	a full range of punctuation to denote dialogue								

### Structure

I can accurately use	fronted adverbials								
	prepositional phrases to add emphasis to adverbs								
	present tense								
	correct subject verb agreement								
	paragraphs								
	past tense								
	subordinating clauses in complex sentences								
	organisational devices eg: sub-headings								
	link paragraphs, e.g. using time related words and phrases								
	a consistent cursive handwriting style*								

### Vocabulary

I can accurately use	adverbs to express time								
	adverbs to express cause								
	use and spell compound words								
	pronouns to avoid repetition								
	possessive pronouns to avoid ambiguity								
	expanded noun phrases								
	determiners								
	conjunctions to express time eg: <i>when, after, before, later</i>								
	conjunctions to express cause, e.g. <i>because, if, as a result of,</i>								
	I can spell correctly	plural nouns							
plural and possessive 's'									
common usage homophones and near homophones									
word families									
suffixes									
prefixes									

\*If all other skills are evidenced then handwriting will not stop a child reaching Age Related Expectation however it is required to achieve Greater Depth.



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### Greater Depth

I can	vary the length of sentences for effect						
	use relative clauses beginning with: who, what, which, where and whose						
	adapt my writing for a specific audience						

\*If all other skills are evidenced then handwriting will not stop a child reaching Age Related Expectation however it is required to achieve Greater Depth.