



## My Year 4 Learning Journey for Writing

Strand		I am Working Towards Year 4's objectives with support (Emerging)	I am Working Towards Year 4's objectives (Developing)	I am Achieving Year 4's objectives (Secure)	
Transcription	Spelling & Handwriting	I can use a dictionary with help to find a word.	I can usually use a dictionary to find a word and check spelling.	I can use a dictionary to find a word and check its spelling.	1
		I can spell almost all key words correctly and make good attempts at longer words. I can spell some words with simple prefixes and suffixes.	I can correctly spell all key words and often spell phonically regular or familiar longer words correctly. I can often make and correctly spell words with some prefixes eg un-, dis-, mis-, in- and words with the suffixes -er, -ing, ed. I can correctly spell some very common confusing homophone pairs its/it's, your/you're, where/wear, there/their/they're, here/hear	<b>*I can spell most words taught so far accurately in my writing</b> , including: nearly all the words from the Year 3/ 4 word-list, phonically regular or familiar common longer words, words with a range of prefixes eg un-, dis-, mis-, in-, im-, ir-, re-, sub-, super- and words with suffixes that change the spelling eg -er, -ing, ed. <b>I can usually correctly spell simple homophone pairs</b> eg whose/who's, peace/piece, whether/weather, medal/meddle.	2
		I can use neat handwriting that can always be read by someone else.	I can use neat and legible handwriting, where letters are often joined. My presentation is usually good.	<b>*I can use neat, joined and legible handwriting. My presentation is good.</b>	3
Composition	Plan	I can, with some help, plan my writing into basic sections/paragraphs using a simple planning tool.	I can plan my writing into basic sections or paragraphs before I begin, using a given planning tool	<b>I can make my own notes of main ideas, key words and information that will be useful in my writing. I can then plan my writing into clear sections or paragraphs before I begin.</b>	4
	Content & Organisation	With some help, I can use an appropriate structure, vocabulary and tone for my writing and use some of the main features of the genre.	I usually use an appropriate structure, formal or informal style, vocabulary and tone throughout my writing, showing some awareness of my reader and often including the main features of the genre.	<b>*I can write for different audiences and purposes, using an appropriate structure, formal or informal style, vocabulary and tone</b> nearly always consistently throughout my writing, showing growing awareness of my reader's needs and including the main features of the genre.	5
		I can organise my non-fiction writing to help my reader by sometimes using a main heading for the text with sub-headings for different sections.	I can organise my non-fiction writing to help my reader by sometimes grouping related information logically and using a main heading for the text with sub-headings for sections.	<b>I organise my non-fiction writing to help my reader</b> by grouping related information logically and using an interesting main heading for the text with relevant sub-headings for different sections.	6
		My writing shows some evidence of separate paragraphs or sections.	I usually separate my writing into paragraphs or sections sometimes organised around a theme.	<b>*I nearly always separate my writing into clear paragraphs organised around a theme.</b>	7
		I can write a story with a plot which mostly makes sense to the reader (although it may contain too much action, description or dialogue).	I can write a story with a plot which makes sense to the reader (although it may contain too much of either action, description or dialogue).	<b>*I can write a story with a plot which makes sense to the reader and which mostly has a well-balanced mix of action, description and dialogue.</b>	8
		I can create and describe in some detail an appropriate setting and characters, with support.	I can create and describe in some detail an appropriate setting and characters using some of my own ideas.	<b>I can create and describe in detail an appropriate and convincing setting and two or three different characters using my own ideas.</b>	9
	Content & Style	I use varied vocabulary, choosing some interesting words and phrases.	I can choose some varied, interesting words and phrases to engage my reader.	<b>*I can choose varied, interesting words and phrases to engage my reader and support the purpose of writing.</b> Some word choices are ambitious.	10
		I include some details to interest my reader (including using some simple extended noun phrases).	I often include details and explanation to interest and inform my reader (including using some extended noun phrases).	<b>*I include details and explanation to interest, inform and persuade my reader</b> , including using some noun phrases expanded by both adjectives and prepositional phrases eg the worst thing in the playground).	11



Grammar & Punctuation	I often write in the correct tense for most of my writing and often use the correct form of common verbs.	I usually write in the correct tense throughout my writing and use the correct form of common verbs with only a few mistakes, especially in the past tense.	<b>*I write in the correct tense throughout my writing and nearly always use the correct standard English form of verbs</b> with only occasional mistakes.	1 2
	I can use some simple and compound sentences in my writing and try to include some complex sentences.	I am starting to use a variety of simple, compound and some complex sentences in my writing.	<b>*I can often use a variety of simple, compound and complex sentences in my writing. I can use a subordinate clause at the beginning or in my complex sentences to add detail.</b> eg 'We put up our umbrellas when it rained' / 'When it rained, we put up our umbrellas.'	1 3
	I can write compound sentences using some different conjunctions: and, but, or.	I can use some different conjunctions to extend my complex sentences.	<b>I can use a wide range of conjunctions to extend my complex sentences</b> , including when, if, because, although.	1 4
	I start some sentences with single word adverbs and know that this is a fronted adverbial	<b>I</b> can use some fronted adverbials (conjunctions, adverbs, prepositions) to show time, cause or place.	<b>*I can use a range of fronted adverbials</b> (conjunctions, adverbs, prepositions) to show time, cause or place and remember to use a comma after a fronted adverbial.	1 5
	I can often mark the beginning and end of sentences accurately and can use commas in lists.	I mark the beginning and end of most sentences accurately and use some punctuation within my sentences, such as commas.	<b>*I mark the beginning and end of my sentences accurately and often use punctuation within my sentences, such as commas.</b>	1 6
Editing	I can put most direct speech in inverted commas.	I can often punctuate single pieces of direct speech (including inverted commas and other punctuation) correctly.	<b>*I can punctuate single pieces of direct speech (including inverted commas and other punctuation) correctly.</b>	1 7
	I am starting to use some possessive apostrophes correctly in my writing, including regular plurals.	I can often use the possessive apostrophe correctly including for some irregular plurals.	<b>I can nearly always use the possessive apostrophe correctly including for most irregular plurals</b> eg children's.	1 8
	I can proof-read and improve my writing with help, spotting and correcting some mistakes in spelling and punctuation.	I can independently proof-read and check that it makes sense to my reader, improve my writing, spotting and correcting some mistakes in spelling and punctuation and checking for accurate, appropriate vocabulary and grammar.	<b>I can independently proof-read and improve my writing</b> , spotting and correcting most mistakes in spelling and punctuation and checking the whole text for accurate, appropriate vocabulary, grammar and use of accurate pronouns. I can often act on suggestions for improvement eg by re-drafting sentences or adding an organisational feature..	1 9

### My Learning Reflection

	This term in my Writing, I have improved...	My next step in my Writing is to...	SPAG Test Score
Autumn:			
Spring			
Summer			



**DO NOT PRINT THIS PAGE**

- All steps with an asterisk are KPI's (Key Performance Indicators)
- Numbering has no significance but is for ease of reference..
- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.