



Stage 4 -Writing Programme of Study Objectives

Comment

Transcription

I can spell words that are often misspelt.

I can spell further homophones.

I can use further prefixes and suffixes and understand how to add them.

I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

I can use the first two or three letters of a word to check its spelling in a dictionary.

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when next to one another, are best left un-joined.

I can increase the legibility, consistency and quality of my handwriting [for example, so that the ascenders and descenders of letters do not touch].

Composition

I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can discuss and record ideas.

I can compose and rehearse sentences orally (including dialogue).

I can progressively building a varied and rich vocabulary and an increasing range of sentence structures

I can organise paragraphs around a theme.

I can organise paragraphs in narratives based on settings, characters and plot

I can organise paragraphs in non-narrative material using simple organisational devices [for example, headings and sub-headings].

I can assess the effectiveness of my own and others' writing and suggesting improvements.

I can propose changes to grammar and vocabulary to improve, including the accurate use of pronouns in sentences.

I can proof-reading for spelling and punctuation errors.

I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammar

I can explain the difference between plural and possessive -s

I nearly always use the correct verb inflections (e.g. we were instead of we was)

I can use expanded noun phrases with the addition of modifying adjectives, nouns and preposition phrases. (E.g. the math teacher becomes the strict maths teacher with curly hair).

I can use conjunctions (when, before, while, after, so, because) adverb (next, soon, therefore) and prepositions (before, after, during, in, because of) to express time and cause.

I can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.

I can begin to use inverted commas and other punctuation to punctuate direct speech. (e.g. a comma after the reporting clause or ending punctuation with inverted commas).

I can use fronted adverbials with commas afterwards.

I can use apostrophes to mark plural possession (e.g. the girls' names).

I can identify and choose the determiner in a sentence.