

My Learning Journey for Writing



Year 4 Name:

handwriting and spelling		composition	
I spell the majority of the words in the Y3-4 word list correctly.		I plan, redraft and develop my ideas before and during writing.	
I spell words spelt sc like science , scene and discipline .		I proofread and discuss my own and others' work, making changes to improve the effect.	
I spell words ending with que and gue like unique , league and tongue .		I choose the right features to suit the purpose of my writing.	
I spell a large set of useful homophones like main/mane , fair/fare , heel/heal , scene/seen , peace/piece .		My vocabulary is often interesting because it adds detail for the reader. I use a thesaurus to add words to those I know.	
I spell words with the suffix ous like poisonous and courageous .		I set out non-fiction writing in logical sections, with a title and subheadings.	
I spell some words with the suffixes sion , cian and ly .		I add detail by choosing words and phrases which describe characters, settings and plot.	
I spell some words with prefixes like in , il , im , re , sub , inter and auto .		I organise my writing into sensible sections or paragraphs.	
I identify the root word and the prefix or suffix.		I use dialogue when I compose stories, trying to show what characters are like.	
I spell a few homophones in the Y3-4 set correctly.		I use the first or third person consistently, keeping the same point of view.	
I spell words with y somewhere in the middle, like myth , pyramid and mystery .		I identify and use suitable determiners in a sentence, like an , the , these , some , many .	
I write words spelt ch such as chemist , chorus , chef and machine .		I create expanded noun phrases using adjectives and other words to add detail.	
I spell contractions of irregular plurals like children's bags and men's clothes .		I match the verb to the subject when I speak and write - I did , they were , we were .	
I spell words with an apostrophe for possession like Jim's/boys'/men's room .		I identify the present and past tense, and can change verbs from one to the other.	
I spell most contractions correctly, like doesn't , weren't and we're .		I vary my sentence openers, sometimes using words like he , she , we or they .	
I spell several words on the Y3-4 word list, like fruit , thought , possible .		I reliably use inverted commas to show direct speech when I write.	
I use my knowledge of phonemes to help me segment words to spell them.		I identify and discuss the word classes noun, adjective, verb and adverb.	
I am confident about alphabetical order.		I use a range of conjunctions to make my writing flow.	
I use the space on the page well, beginning each new paragraph in the right place.		I am experimenting with writing sentences with more than one clause, using a comma to make it clear.	
The tails of my letters don't interfere with the writing below.		I use commas to separate a fronted adverbial e.g. Suddenly , she ran away.	
I write even-sized letters which can be read easily.		I use commas in a list, and know that there is no comma after the last but one item.	
I join my lower case letters consistently.		I write a range of sentences, punctuating them accurately with CL , FS , ? and !	
I form all letters accurately, positioning them correctly on the line.		I compose my sentences aloud or in my head first, to make sure they make sense.	