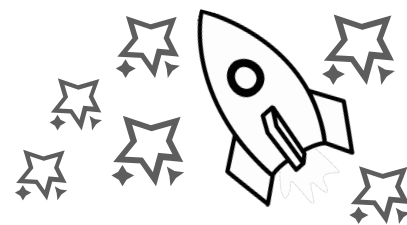


Achievement Statements

Year 4 Writing



Foundational Achievement Statements		Power Statement
I can write in a consistent, neat, legible and joined style		☆
I can take notes and use the information when writing		
I can use the rules and conventions in spelling from the Y3/4 lists most of the time (see NC guidance)		☆
I can spell the words on the Y3/4 word list (see NC guidance)		☆
I can write down a short passage dictated by my teacher and get most of the spelling and punctuation correct		
I can re-read my writing or that of my friends and identify one or two changes that need to be made		☆
I can use pronouns to substitute for a noun without confusing someone reading my work		
I can check my work, identify and correct some mistakes in my punctuation		☆
I can redraft to improve my punctuation and vocabulary		☆
I can use '-s' correctly to show plural and possession		
I can use possession apostrophes accurately in words with regular and irregular plurals (e.g. girls', boys', children's)		
I can use inverted commas and other punctuation for direct speech correctly		
I can organise direct speech where more than one person is speaking by using a new line when a new person starts speaking		
I can write a wider range of homophones correctly (e.g. their/there/they're) (see NC guidance)		

Conceptual Achievement Statements		Power Statement
I can write descriptions that give the reader a clear picture of how my story progresses		
I can write about how my character feels		
I can organise my writing into themed paragraphs and use subheadings in non-fiction texts		☆
I can read my writing aloud to groups or the class, using my voice so that the meaning is obvious to the listener		
I can use a wide range of adjectives and adverbs in my writing		
I can use interesting and varied vocabulary in my writing		
I can improve my work by checking that verbs are powerful and changing them when I need to		
I can use fronted adverbials followed by a comma (e.g. Later that day.)		
I can write in the correct tense throughout a piece of writing: past, present & future		☆
I can recognise and know when to use formal and informal language		

The Progression of Evidence				
This objective has been TAUGHT.	Achieved with SUPPORT.	Achieved INDEPENDENTLY.	Shown in a CROSS-CURRICULAR piece of work.	INDEPENDENTLY APPLIED.