

Learning Wall Year 4

Class:

Date:

<p>[KEY] I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.</p>	<p>[KEY] I can organise my writing using different settings, characters and plot.</p>	<p>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</p>	<p>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</p>	<p>I can organise my writing by using headings and sub-headings.</p>	<p>[KEY] I know I should not write in the same way that I talk.</p>	
	<p>I can edit my own work and that of others and add improvements to the texts.</p>	<p>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</p>	<p>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</p>	<p>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</p>	<p>I can edit written work to improve the use of grammar.</p>	
<p>[KEY] When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</p>	<p>[KEY] I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</p>	<p>I can spell an increasing number of homophones.</p>	<p>I am able to spell words that are often misspelt.</p>	<p>In handwriting, I know which letters are appropriate to join.</p>	<p>I can read my writing out to an audience in an interesting and clear manner.</p>	
	<p>I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.</p>	<p>I am using an increasing range of sentence structures and richer vocabulary in my writing.</p>	<p>I am able to use ideas to plan my writing.</p>	<p>[KEY] I can draft my work into paragraphs.</p>	<p>[KEY] I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</p>	

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		I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.	I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.		
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		[KEY] I can punctuate speech in a text.	I can talk about my work using the learning from my Year 4 grammar list.		
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