

## Writing – ‘I Can...’ Statements Band 4

I understand the difference between <i>plural</i> and <i>possessive -s</i>	I can discuss & analyse writing similar to that which I am planning and learn from its style, structure and vocabulary	I can discuss & write down my ideas to create a plan e.g. <i>story-mountains, mind maps, flow diagrams</i>	I understand and can place the apostrophe in words with <i>irregular plurals</i> correctly e.g. <i>children's</i>
I can use <i>standard English</i> most of the time e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>	I can compose sentences and practice how I might write them by saying them aloud adding new more effective ideas suggested by others	I can organise my ideas around a theme using paragraphs or sections	I understand and can place the apostrophe in words with <i>regular plurals</i> correctly e.g. <i>girls', boys'</i>
I can select effective & relevant vocabulary working alone or with a partner	I can identify the purpose & change my writing to the appropriate form for the reader	I can effectively link paragraphs using <i>fronted adverbials</i> e.g. <i>Later that day, I heard the bad news</i>	I can identify words that are often misspelt ( from our year 4 word list) and correct them
I can use present perfect verbs effectively e.g. She <i>has downloaded</i> some songs	I can use effective expanded noun phrases e.g. <i>The strict maths teacher with curly hair</i>	I can use headings & subheadings, bullet points/numbers effectively	I can write from memory simple sentences my teacher has read aloud
I can use <i>.... , ? !</i> effectively and check my own work for errors	I avoid <i>repetition</i> by using a variety of nouns and pronouns e.g. <i>Tree, it, the plant, the conifer</i>	I can add relevant details using <i>subordination/ relative clauses</i> using <i>who/whose</i> or <i>which/that</i>	I can write neatly making sure that my ascenders and descenders do not touch
I can use <i>commas</i> for fronted adverbials appropriately e.g. <i>As gently as possible, shake the test-tube</i>	I can create effective characters including their viewpoint e.g. Peter Pan felt confused & alone	I can I can add relevant details using <i>subordination/ relative clauses</i> using <i>where &amp; when</i>	I can join my letters neatly and consistently and know when not to join them
I can use inverted commas and commas correctly for direct speech e.g. He shouted, "Sit down!"	I can describe settings effectively using rich & relevant vocabulary	I can reflect upon the content and structure of my work adding improvements	I can space my letters equally from one another.
I can read my work aloud using intonation to help identify errors in spelling and punctuation	I can use effective adverbial phrases to make my plot interesting e.g. <i>Turning suddenly</i> he noticed...	I can sequence narratives with a beginning, middle & ending and use conclusions effectively in non-fiction	I can keep my letters equal in size throughout a piece of writing.

**Vocabulary, Grammar & Punctuation**

**Composition- effectiveness for purpose**

**Composition- structure & organisation**

**Spelling & Handwriting**



St Paul's CE Primary School  
Millbrook Park CE Primary School

