

Year 4 Lea Writing Ladders

Vocab grammar and punctuation

1. I can use fronted adverbials eg: *Later this afternoon,*
2. I can use expanded noun phrases including adjectives, nouns and prepositions eg *all adult foxes in this area...*
3. I can use the present perfect in contrast to the past tense
4. I know the standard verb agreement eg: *we were not we was*

I can use:

5. conjunctions,
6. adverbs
7. prepositions

to express time and cause

I know the terms:

8. determiner
9. pronoun
10. possessive pronoun
11. adverbial

I can use:

12. capital letters*
13. full stops*
14. question marks*
15. commas for lists*
16. apostrophes for contraction*

17. I can use a comma after a fronted adverbial
18. I can use an apostrophe for regular and irregular plurals eg *The boys' cloakroom, the children's toys*
19. I can use inverted commas and punctuation inside for direct speech eg: *"Where is your homework?" asked the teacher.*

Spelling

20. I can spell 25%+ of the year 3 4 words
21. I can spell 40% + of the year 3 4 words
22. I know 25-35% of the spelling patterns and rules below
23. I know 35%+ of the spelling patterns and rules below
24. I can use the first two or three letters of a word to check a spelling in a dictionary.
25. I can spell all of the words on the Y3/4 word list.

Year 4 Lea Writing Ladders

Composition, Text Structure and Organisation

26. I can discuss and record ideas based on writing similar to what we are working on
27. I can use paragraphs to organise my work
28. I am using a rich and varied vocabulary
29. I am using a range of sentence structures
30. I can use nouns and pronouns to link ideas
31. I can compose and rehearse sentences orally with a partner

In fiction I can independently create:

32. Settings
33. Characters
34. plot

35. I can assess my (and others) work and make improvements with or without a partner
36. I can discuss changing grammar and vocabulary including accurate use of pronouns

Handwriting

37. I can use the diagonal and horizontal strokes that are needed to join letters.
38. My handwriting is joined, consistent and legible

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but <i>is</i> added if the plural does not end in -s (i.e. is an irregular plural - e.g. <i>children's</i>).	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an <i>s</i> use the 's suffix e.g. Cyprus's population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Autumn = pink, Spring = yellow, Summer = green

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /t/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /N/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un- , the prefixes dis- and mis- have negative meanings. The prefix in- can mean both 'not' and 'in/into'. In the words given here it means 'not'.	dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell) in- : inactive, incorrect

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i , but only if the root word has more than one syllable. (2) If the root word ends with -le , the -le is changed to -ly . (3) If the root word ends with -ic , -ally is added rather than -ly , except in the word <i>publicly</i> . (4) The words <i>truly</i> , <i>duly</i> , <i>wholly</i> .	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt -sure . The ending sounding like /tʃə/ is often spelt -ture , but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher</i> , <i>catcher</i> , <i>richer</i> , <i>stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion .	division, invasion, confusion, decision, collision, television
The suffix -ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i , but a few words have e .	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous

Autumn = pink, Spring = yellow, Summer = green

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	Before a root word starting with l , in- becomes il . Before a root word starting with m or p , in- becomes im- . Before a root word starting with r , in- becomes ir- . re- means 'again' or 'back'. sub- means 'under'. inter- means 'between' or 'among'. super- means 'above'. anti- means 'against'. auto- means 'self' or 'own'.	illegal, illegible immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, submerge inter- : interact, intercity, international, interrelated (inter + related) super- : supermarket, superman, superstar anti- : antiseptic, anticlockwise, antisocial auto- : autobiography, autograph
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃən/, spelt -tion , -sion , -ssion , -cian	Strictly speaking, the suffixes are -ion and -ian . Clues about whether to put t , s , ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te . -ssion is used if the root word ends in ss or -mit . -sion is used if the root word ends in d or se . Exceptions: attend – attention, intend – intention. -cian is used if the root word ends in c or es .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei , eigh , or ey		vein, weigh, eight, neighbour, they, obey