Year 4 Objectives

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| **TEXT** | **SENTENCE** | **WORD** | **LANGUAGE EFFECTS** |
| **I can orally retell stories and non-fiction texts with lively expression.**  **I can plan and orally rehearse writing.**  **I can organise stories into paragraphs.**  **I can use organisational devices in non- narrative texts to guide the reader.**  **I can use fronted adverbials.**  **can use widening range of connecting words and phrases to link paragraphs across a text, and sentences within a paragraph.**  **I can use prepositional openers to indicate place.**  **I can secure the use of ed - ing – ly.**  **I can secure tenses, 1st/3rd agreement and ensure nouns and pronouns in a text relate to each other, meaning should be clear and unambiguous.**  **I can tell and write, thinking of audience and purpose, and reread and listen for the effect on the reader.** | **I can use a variety of phrases, clauses and adverbials to manipulate sentences for effect, using commas to demarcate phrases and clauses.**  **I can extend the use of drop-in words, phrases and clauses.**  **I can use long and short sentences to vary the pace of writing.**  **I can consolidate sentence variation - use of questions, exclamations, imperatives, sentences of 3 for action, description and ideas.**  **I can write dialogue between characters in stories.**  **I can use CL/FS, !, ? and colon for a list and use commas**    **I can use direct speech correctly; new**  **speaker, new line/ commas before**  **reporting clause etc.**  **I can use apostrophes for contraction**  **and possession, singular and**  **plural.** | **I can select engaging and imaginative vocabulary linked to the style, audience and purpose of the text [e.g. to amuse, entertain, inform, persuade].**  **I can use prepositional phrases to start sentences.**  **I can use a range of adjectival phrases.**  **I can use Standard English forms for verb inflections.**  **I can understand the grammatical difference between plural and possessive –s.**  **I can explore and invent nouns formed from suffixes.**  **I can investigate meaning and spellings of related words.** | **I can use emotive language to make the reader feel something in persuasive writing.**  **I can use ‘empty words’ to**  **capture the reader’s interest.**  **I can invent figurative language to evoke time, place, mood, feelings etc.**  **I can use comparative and superlative adjectives.**  **I** can use questions to draw in the reader and exclamations for emphasis. |