



# Year 4 Writing Ladder

## 2026

Name: _____		Au1	Au2	Sp1	Sp2	Su1	Su2
Spelling	I can use my knowledge of root words to apply prefixes and suffixes to make a greater range of words.						
	I can use the first three letters of a word to check its spelling in a dictionary.						
	I can spell a greater range of homophones. E.g. affect/effect.						
	I can confidently to understand the grammatical difference between plural and possessive -s.						
	I can use the possessive '-s for plural nouns. E.g. the dogs' collars.						
	I can understand and use irregular plurals. E.g. child - children. Sheep - sheep.						
	I can spell words that are often misspelt.						
	I can spell the Year 4 spelling list words.						
	I can apply taught spelling rules and guidance from Appendix 1.						
Handwriting	I can sit correctly at a table.						
	I can hold a pencil comfortably and correctly.						
	I can use a joined handwriting style in my independent writing.						
	I can write with consistency and quality. E.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch						
	I can write with automaticity so that handwriting does not interrupt my thinking.						
Composition	I can discuss writing which is similar to the writing I am planning in order to understand and learn from its structure, vocabulary and grammar.						
	I can discuss and record ideas for planning (in line with school progression)						
	I can compose and rehearse sentences orally (including dialogue).						
	I can use a varied and rich vocabulary and an increasing range of sentence structures.						
	I can use paragraphs around a theme, as a way to group related material.						
	I can create settings, characters and plots in a narrative.						
	I can use a wider range of organisational devices in non-fiction writing.						
	I can proof read my own and others' writing to check for errors in SPaG.						
	I can assess the effectiveness of my own and others' writing and suggest improvements.						
	I can improve my writing from self and peer assessment.						
I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.							



	I can expand noun phrases using adjectives, extra nouns and prepositional phrases to add detail. E.g. The narrow bridge over the river.						
	I can identify main and subordinate clauses in a complex sentence.						
	I can explore, identify and create complex sentences using a wider range of conjunctions. E.g. ISAWAWABUB						
	I can use fronted adverbs to start sentences. E.g. Quickly, the snow began to fall.						
	I can use fronted adverbial phrases to express time and place. E.g- As the sun began to set... In the distance...						
	I can use adverbs to express time and cause. E.g. finally, immediately.						
	I can use commas after fronted adverbials.						
	I can use commas for clarity to make meaning clear when adding extra information.						
	I can choose nouns or pronouns appropriately for clarity and cohesion & to avoid repetition.						
	I can use possessive pronouns. E.g. yours, mine, theirs, ours, hers, its.						
Vocab, Grammar & Punc	I can write dictated sentences including words using GPC's, common exception words and punctuation taught so far.						
	I can write with increasing length and stamina.						
	I can use adjectives to modify nouns within my writing.						
	I can use adverbs to modify verbs within my writing. E.g. - quietly, swiftly, carefully						
	I can use inverted commas and all other punctuation to punctuate direct speech. E.g. "Stop!" shouted Tom.						
	I can confidently use new speech on a new line.						
	I can use standard English forms for verb inflections. E.g. We were not We was.						
	I can use the present perfect form of verbs instead of the simple past. E.g. He has gone out to play contrasted with He went out to play.						
	I can use the determiners 'a' or 'an' correctly.						
	I can use pronouns accurately in my writing.						
	I can confidently recognise the difference between plural and possessive -s.						
	I can use the possessive '-s for plural nouns. E.g. the dogs' collars.						
	I can understand and use irregular plurals. E.g. child - children. Sheep - sheep.						
	I can use the grammatical terminology, outlined in Appendix 2, accurately when discussing my writing.						