



TLC:- Can I write a set of instructions?

Now that you have created your own pencil pot, Can you record the instructions for others to follow? Remember how clear you had to be when we made the bath bombs and what you had to include.

Y4 Exemplar Checklist:	✓
Uses the full range of spelling, grammar and punctuation features that have been taught in previous year groups.	
Uses Standard English verb inflections consistently, e.g. we were not we was, I did not I done, etc.	
Organises their writing into paragraphs around a theme.	
Creates settings, characters and plot in narratives.	
Uses simple layout devices in non-fiction, e.g. headings and sub-headings.	
Chooses to use nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.	
Uses noun phrases expanded by the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	
Uses fronted adverbials, e.g. As quick as a flash, Last weekend, etc. followed by a comma.	
Uses possessive apostrophes accurately for plural possession, e.g. girls' toilets, children's toys, etc.	
Uses all the necessary punctuation in direct speech.	
Spells a wider range of words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.	
Spells a wider range of words with suffixes correctly, e.g. usually, poisonous, adoration, etc.	
Spells homophones correctly, e.g. which and witch.	
Uses knowledge of word families to help with their spelling.	
Spells all of the year 3 and 4 statutory spelling words correctly.	
Uses neat, joined handwriting.	

