

Year 4 Writing

	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
On going			<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading 			
Autumn Term	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Is able to maintain fluency of writing and has sufficient stamina for typical written tasks 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan their writing by discussing and recording ideas Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creates settings, characters and plot Writing is clear in purpose Use a varied and rich vocabulary 	<ul style="list-style-type: none"> Non-narrative material uses simple organisational devices Organise paragraphs around a theme Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause for cohesion 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue) Use an increasing range of sentence length and structure Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair Understand the difference between plural and possessive -s Proof-read for spelling and punctuation errors Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Spring Term	<ul style="list-style-type: none"> Plural nouns of words ending in 'o'. 	<ul style="list-style-type: none"> Can correctly join letters in accordance with the school's agreed style Increase the legibility, consistency and quality of 	<ul style="list-style-type: none"> Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) 	<ul style="list-style-type: none"> Openings and closings are clearly signalled and well developed Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas 		<ul style="list-style-type: none"> Standard English forms for verb inflections instead of local spoken forms Use fronted adverbials followed by a comma Use the present perfect form of verbs in contrast to the past tense Indicate possession by using the possessive apostrophe with plural nouns

Summer	<ul style="list-style-type: none">• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	their handwriting	<ul style="list-style-type: none">• Use figurative language such as similes, alliteration to build a picture in the readers head	supported by subsequent sentences		<ul style="list-style-type: none">• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial
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