



Key Learning in Writing: Year 4

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> ▪ Use commas to mark clauses in complex sentences. ▪ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> ▪ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> ▪ Use commas after fronted adverbials. ▪ Identify, select and use determiners including: <ul style="list-style-type: none"> - articles: <i>a/an, the</i> - demonstratives: <i>this/that; these/those</i> - possessives: <i>my/your/his/her/its/our/their</i> - quantifiers: <i>some, any, no, many, much, every</i> ▪ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> ▪ Identify, select and effectively use pronouns. ▪ Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. ▪ Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i> ▪ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. ▪ Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▪ Read and analyse narrative, non-fiction and poetry in order to plan their own versions. ▪ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▪ Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types</i> to create a plan. <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▪ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▪ Plan and write an opening paragraph which combines setting and character/s. ▪ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. ▪ Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. ▪ Use different sentence structures (see VGP). ▪ Use paragraphs to organise writing in fiction and non-fiction texts. ▪ Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i> ▪ Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later..., Back at home...</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▪ Proofread to check for errors in spelling, grammar and punctuation. ▪ Discuss and propose changes to own and others' writing with partners/small groups. ▪ Improve writing in light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> ▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use further prefixes, e.g. <i>in-, im- ir-, sub-, inter-, super-, anti-, auto-</i>. ▪ Use further suffixes, e.g. <i>-ation, -tion, -ssion, -cian.</i> ▪ Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves.</i> ▪ Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme, chorus.</i> ▪ Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. <i>chef, chalet, machine.</i> ▪ Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. <i>tongue, antique.</i> ▪ Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science, scene.</i> ▪ Understand how diminutives are formed using e.g. suffix <i>-ette</i> and prefix <i>mini-</i>. ▪ Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate = pollinate</i> (verb). ▪ The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gym, Egypt.</i> ▪ Use the first three letters of a word to check its spelling in a dictionary. ▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▪ Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy). ▪ Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Use a joined style throughout their independent writing. ▪ Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i>