| **Year 4 WRITING** | | | | | | |
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| ***Aspect*** | **Autumn** | | **Spring** | | **Summer** | |
| **Handwriting** | * I use the diagonal and horizontal strokes that are needed to join letters. * I understand which letters, when adjacent to one another, are best left un-joined. b/p/s/x | | * I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | | * I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | |
| **Spelling** | * I use the first two or three letters of a word to check its spelling in a dictionary. | | * I spell words with additional prefixes and suffixes and understand how to add them to root words.(– ation, ous, ion, ian) * I use plural – s and possessive –s correctly. (The girls were playing football. The girls’ football boots. The girl’s football boots.) | | * I recognise and spell additional homophones. (accept/except; whose/who’s; whether/weather; peace/piece; medal/meddle) * I spell identified commonly misspelt words from the Year 3 and 4 word list. | |
| **Composition** | * I can plan my writing by:   discussing writing similar (models) in order to understand and learn from its structure, vocabulary and grammar.   * I can plan my writing by discussing and recording ideas. * I can compose and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures . * My narrative writing is organised into clear sequences with more than a basic beginning, middle and end. | | * I write a narrative with a clear structure, setting, characters and plot. * I include key vocabulary and grammar choices that link to the style of writing. (e.g.: Scientific words/ historical words/ words that fit with the context such as science fiction) * In non-narrative material, I can use simple organisational devices. | | * I begin to open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; five-part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them). * My endings are developed and close the narrative appropriately relating to the beginning or a change in a character. * I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | |
| **Grammar** | * I use a range of sentences with more than one clause- through use of conjunctions.*(use of a wider range of conjunctions, such as, although, however, despite, as well as: ‘We put our umbrellas up when it rained’ becomes ‘When it rained, we put up our umbrellas.’)* * I use the correct article ‘a’ or ‘an’. * My sentences are often opened in different ways to create effects. | | * I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (When I was writing about bees, the hive and the queen, I remembered to write ‘they’, ‘it’, and ‘she’ every other time, so that my writing was less repetitive). * I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency.(e.g. ‘I forgot to put the comma after a fronted adverbial’; realise the spelling of proberbly is wrong). * I use fronted adverbials of place, time and manner, including the use of a comma. (‘Later that day, I went shopping’, ‘As the sun went down, despite the dark clouds’) | | * I use expanded noun phrases with modifying adjectives. (‘The strict teacher with curly hair.’) * I use adverbs and prepositions to express time, place and cause. * I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions. * I use standard English for verb inflections- instead of spoken forms. (We were- instead of we was, or I did instead of I done. He is/his instead of hes) * I can read my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | |
| **Punctuation** | * All my sentences are correctly demarcated. | | * I use the apostrophe for omission and possession.– (women’s rights, children’s cloakroom) * I secure the use of punctuation in direct speech, including a comma after the reporting clause.(The conductor shouted, “Sit down!”) | | * I almost always use commas for fronted adverbials. | |
| **Working at a HIGHER STANDARD (Greater Depth)** | | | | | | |
| **YEAR 4 WRITING** | | | | | | |
| **Transcription** | | **Composition** | | **Grammar** | | **Drafting, Editing and Proof Reading** |
| * I use inverted commas, punctuation within them, and comma for the reporting clause accurately. | | * My characters are developed through using their actions, speech and reactions. * My non-narrative texts inform the reader effectively, giving sufficient relevant background information. * My paragraphs are well-structured, aid cohesion and guide the reader through the text. | | * I use a range of sentences types confidently and appropriately according to the text type, purpose and audience. * My sentences are opened in different ways to create effects, including the positioning of clauses and the use of fronted adverbials. * I use pronouns to avoid repetition and to support cohesion across the text. * I add carefully thought-out detail with noun phrases, which are expanded before and after the noun with adjectives, prepositional phrases and adverbial phrases. * I choose my words deliberately and carefully, including specific and technical vocabulary. | | * I use drafting, re-drafting and editing process independently to make improvements to writing following evaluation of impact. * The process of my editing is focused on impact and effect. * My writing is proof read independently for accuracy and amendments made accordingly. |