

## 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"> <li>Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>Use commas to mark clauses in complex sentences.</li> <li>Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>Create sentences with fronted <b>adverbials</b> for where e.g. <i>In the distance, a lone wolf howled.</i></li> <li>Use commas after fronted <b>adverbials</b>.</li> <li>Identify, select and use <b>determiners</b> including: <ul style="list-style-type: none"> <li>articles: <i>a/an, the</i></li> <li>demonstratives: <i>this/that; these/those</i></li> <li>possessives: <i>my/your/his/her/its/our/their</i></li> <li>quantifiers: <i>some, any, no, many, much, every</i></li> </ul> </li> <li>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></li> <li>Identify, select and effectively use <b>pronouns</b>.</li> <li>Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</li> <li>Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces</i>.</li> <li>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>.</li> <li>Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.</li> </ul> | <p>As above and:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>Plan and write an opening paragraph which combines setting and character/s.</li> <li>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</li> <li>Generate and select from vocabulary banks e.g. <b>adverbial phrases, technical language, persuasive phrases, alliteration.</b></li> <li>Use different sentence structures (see VGP).</li> <li>Use paragraphs to organise writing in fiction and non-fiction texts.</li> <li>Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i></li> <li>Link ideas across paragraphs using fronted <b>adverbials</b> for when and where e.g. <i>Several hours later..., Back at home...</i></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> <li>Discuss and propose changes to own and others' writing with partners/small groups.</li> <li>Improve writing in light of evaluation.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul> | <p>As above and:</p> <ul style="list-style-type: none"> <li>Use further prefixes, e.g. <i>in-, im- ir-, sub-, inter-, super-, anti-, auto-</i>.</li> <li>Use further suffixes, e.g. <i>-ation, -tion, -ssion, -cian.</i></li> <li>Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves</i>.</li> <li>Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme, chorus</i>.</li> <li>Identify and spell words with the /j/ sound spelt ch (mostly French in origin), e.g. <i>chef, chalet, machine</i>.</li> <li>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>.</li> <li>Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science, scene</i>.</li> <li>Understand how diminutives are formed using e.g. suffix -ette and prefix mini-</li> <li>Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and -ate = <i>pollinate</i> (verb).</li> <li>The /i/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>.</li> <li>Use the first three letters of a word to check its spelling in a dictionary.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>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).</li> <li>Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.</li> </ul> | <p>As above and:</p> <ul style="list-style-type: none"> <li>Use a joined style throughout their independent writing.</li> <li>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></li> </ul> |