Key Learning in Writing: Year 4

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
As above and: ▪ Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.* ▪ Use commas to mark clauses in complex sentences. ▪ Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.* ▪ *Create sentences with fronted **adverbials** for where* e.g. *In the distance, a lone wolf howled.* ▪ Use commas after fronted **adverbials**. ▪ Identify, select and use **determiners** including: - articles: *a/an, the* - demonstratives : *this/that; these/those* - possessives: *my/your/his/her/its/our/their* - quantifiers: *some, any, no, many, much, every* ▪ Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."* ▪ Identify, select and effectively use **pronouns.** ▪ Use nouns for precision, e.g. *burglar* rather than *man, bungalow* rather than *house.* ▪ Explore, identify, collect and use noun phrases e.g. *the crumbly cookie with tasty marshmallow pieces.* ▪ Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.* ▪ Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones.*	As above and: **Planning** ▪ 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. *story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.* **Drafting and Writing** ▪ 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. *captions, text boxes, diagram, lists.* ▪ Link ideas across paragraphs using fronted **adverbials** for when and where e.g. *Several hours later…, Back at home…* **Evaluating and Editing** ▪ 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. **Performing** ▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences.	As above and: ▪ Use further prefixes, e.g. *in- , im- ir–, sub–, inter–, super–, anti–, auto–.* ▪ Use further suffixes, e.g. *–ation, - tion, –ssion, –cian.* ▪ Investigate what happens to words ending in f when suffixes are added, e.g. *calf/calves.* ▪ Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. *scheme, chorus.* ▪ Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. *chef, chalet, machine.* ▪ Identify and spell words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin), e.g. *tongue, antique.* ▪ Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. *science, scene.* ▪ Understand how diminutives are formed using e.g. suffix - *ette* and prefix *mini-*. ▪ Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. *pollen* (noun) and *–ate = pollinate* (verb). ▪ The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. *myth, gym, Egypt.* ▪ 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. *boy's books* (books belonging to a boy) and *boys' books* (books belonging to more than one boy). ▪ Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.	As above and: ▪ Use a joined style throughout their independent writing. ▪ Write with consistency in size and proportion of letters, e.g. *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.*

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