

Year 4

Writing - Composition	Writing – Vocab, Grammar, Punctuation	Transcription - Spelling
Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar	Understands the grammatical difference between plural and possessive -s	Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-
Plan his/her writing by discussing and recording ideas	Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done	Understand and add suffixes -ation, -ous
Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair	Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician
Draft and write by organising paragraphs around a theme	Use fronted adverbials e.g. Later that day, I heard the bad news.	Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique
Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose	Use paragraphs to organise ideas around a theme	Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's
Draft and write non-narrative material, using simple organisational devices	Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)
Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements	Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas	Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far
Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials	Use apostrophes to mark plural possession e.g. the girl's name, the girls' names	Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's
Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials	Use commas after fronted adverbials	Use the first three or four letters of a word to check its spelling in a dictionary
Confidently read his/her 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	Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial	Spell words with the 's' sounds spelt 'sc' e.g. science, scene
	Transcription - Handwriting	
	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	
	Increase the legibility, consistency and quality of his/her handwriting 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	