



Year 4 Writing

Behaving and reflecting as a writer (Plan, draft, edit)	Purpose and audience (context)	Structure and organisation (textual)	Style including language choice, grammar and punctuation	Spelling	Handwriting
<p><i>In children’s research, planning, drafting and editing there is evidence of an increased awareness of and reflection on how to enhance the effectiveness of writing</i></p> <p>This will include:</p> <ul style="list-style-type: none"> - Development and use of a preferred style of planning for writing in a range of curricular contexts. - Development and use of a repertoire of forms and structures arising from shared/guided reading and drafting activities - Commenting on the effectiveness of their own and others’ writing, suggesting improvements and acting on suggestions about their own writing. - Increasingly effective proof reading for accuracy, meaning and impact and evidence of changes as a result - Ability to read their writing to others using appropriate intonation, tone and volume to convey meaning 	<p><i>Children’s planning and writing shows increasing awareness of purpose and audience. Word choice and structure begins to reflect this.</i></p> <p>This will include:</p> <ul style="list-style-type: none"> - Showing knowledge and understanding of a range of writing forms, their features and when to apply them – for example – an explanation; a description; a narrative <p>This could include:</p> <ul style="list-style-type: none"> - Beginning to establish and sustain a viewpoint - Increasing elaboration on information/events 	<p><i>Children explore and apply a range of different text structures and organisational devices to develop coherence and cohesion</i></p> <p>This will include:</p> <ul style="list-style-type: none"> - Organising paragraphs around a theme (clustering related points) - Creating settings, character and plots in narrative writing - Use of a range of narrative structures - Using a range of organisational devices such as headings and sub-headings - Using appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition <p>This could include:</p> <ul style="list-style-type: none"> - Use of fitting openings and endings sometimes linked 	<p><i>Children begin to make conscious style choices that reflect a broadening understanding of text types-including those from individual and shared reading</i></p> <p>This will include:</p> <ul style="list-style-type: none"> - Using an increasingly varied vocabulary - Showing an increasing understanding of the differences between standard and non-standard English - Understanding and using some figurative language - Using more varied sentence structure including wider range of conjunctions to create sentences with more than one clause - Accurate use of pronouns in sentences - Expressing time, place and cause using conjunctions, adverbs or prepositions - Beginning to use some subordination - Use of the present perfect form of verbs - Increasingly accurate punctuation of direct speech - Using expanded noun phrases by adding modifying adjectives, nouns and preposition phrases 	<p><i>Children draw on a range of strategies to spell as accurately as possible including – for example - phonic knowledge, morphology and etymology.</i></p> <p>This will include:</p> <ul style="list-style-type: none"> - Spelling new words correctly - Using further prefixes and suffixes and understanding how to add them - Spelling further homophones - Spelling words that are often misspelt - Placing the possessive apostrophe accurately in words with both regular and irregular plurals - Using the first two or three letters in a word to check spelling in a dictionary - Writing from memory simple sentences dictated by the teacher 	<p><i>Children’s handwriting should be increasingly legible and consistent with joined handwriting as the norm and an ability to use it fast enough to keep pace with what they want to say.</i></p> <p>This should include::</p> <ul style="list-style-type: none"> - Use of diagonal and horizontal strokes to join letters - Joining of appropriate adjacent letters - Appropriate spacing of lines of writing - Parallel and equidistant downstrokes

	<ul style="list-style-type: none"> - Increasing clarity in terms of main purpose of writing - Increasing adaptation of style to get the attention of the reader 	<ul style="list-style-type: none"> - Beginning to use some simple links between paragraphs - Beginning to sequence ideas or material logically 	<ul style="list-style-type: none"> - Using commas after fronted adverbials - Accurate demarcation of straightforward sentences 	<ul style="list-style-type: none"> that include words and punctuation taught so far 	
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Statutory Terminology for pupils – in addition to Y1 and 2: Year 3: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’), determiner. **Year 4:** pronoun, possessive pronoun, adverbial