**Year 4**

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| **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 |  |