

Year 4

Writing

Breadth of Study

Develop positive attitudes towards and stamina for writing

Writing narratives about personal experiences and those of others (real and fictional)

Writing about real events

Writing poetry

Writing for different purposes

Children should be taught to:

Plan their writing by

Discussing and recording composition ideas.

Draft and write by

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Evaluate and Edit by

Assessing the effectiveness of their own and others' writing and suggesting improvements.

Proposing changes to grammar and vocabulary to improve consistency and cohesion.

Proof-read for spelling and punctuation errors.

Perform by

Reading their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Autumn	Spring	Summer
Grammar		
<p>Use coordinating and subordinating conjunctions to join clauses</p> <p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Pronouns: relative pronouns; possessive pronouns; personal pronoun</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Simple past, simple present, perfect past, perfect present tense.</p> <p>Adverbs expressing time, place and cause (e.g. <i>then, next, soon, therefore</i>)</p>	<p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <p>The grammatical difference between plural and possessive and singular possession.</p> <p>To use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Adverbs expressing possibility (e.g. <i>perhaps, surely</i>)</p> <p>Quantifier, Number and Ordinal Determiners (Quantifying: <i>few, a few, many, much, each, every, some, any etc.</i> Numbers: <i>one, two, three, twenty, forty</i> Ordinals: <i>first, second, 1st 2nd, 3rd, last, next, etc</i>)</p>	<p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p>Adverbial phrases (A word or phrase that has been used like an adverb to add detail or further information to a verb eg. <i>We met <u>by the train station</u>.</i>)</p> <p>Present progressive and past progressive tense.</p> <p>Know the difference between and phrase and a clause: PNOV and CNAV (Phrase= Noun OR Verb; Clause= Noun AND Verb)</p> <p>Preposition phrases</p> <p>Demonstrative and Possessive Determiners (Demonstrative: <i>this, that, these, those, which</i> Possessive - <i>my, your, our, their, his, hers, whose, my friend's, our friends', etc.</i>)</p>
Spelling		
<p>L&L Practise spelling book 4</p> <p>Adding the prefix 'mis' and revising 'un' 'in' 'dis'</p> <p>Words ending in 'zhuh' spelt 'sure'</p> <p>The short 'u' sound spelt 'ou'</p> <p>Adding the prefix 'auto'</p> <p>Adding the suffix 'ly'</p> <p>Revise</p> <p>Core words - spell Year 4 core words correctly.</p>	<p>L&L Practise spelling book 4</p> <p>Adding the prefix 'inter'</p> <p>Homophones</p> <p>Words with the 'ay' sound spelt 'eigh' 'ei' 'ey'</p> <p>Words ending in 'ous'</p> <p>Words with the 's' sound spelt 'sc'</p> <p>Words ending in 'zhun' spelt 'sion'</p> <p>Revise</p> <p>Spell Yr4 core words correctly.</p>	<p>The 'c' sound spelt 'que' and the 'g' sound spelt 'gue'</p> <p>Homophones</p> <p>Adding 'ir' to words beginning with r</p> <p>Adding the suffix 'ion'</p> <p>Adding the suffix 'ion'</p> <p>Revise</p> <p>Core words - spell Year 4 core words correctly.</p>

Punctuation		
Commas after fronted adverbials (e.g. Before the sun came up, he ate his breakfast.)	Inverted commas for punctuating direct speech .	Use of commas to clarify meaning or avoid ambiguity .
Apostrophe to demonstrate singular and plural possession .	Use of the colon to introduce a list and use of semicolons within lists.	Punctuation of bullet points to list information.
Building suspense and linking ideas across sentences using ellipsis .	Brackets , to indicate parenthesis .	Use of the semicolon, colon and dash to mark the boundary between independent clauses .

Handwriting

Children should be taught to:

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 their 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)

Composition

Create and describe settings, characters and plot in narrative writing. Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Integrate dialogue to convey character and advance the action.

Use a range of devices to build cohesion within and across paragraphs - **conjunctions, adverbials of time and place, pronouns, synonyms**.

Use verb tenses consistently and correctly throughout their writing.

Use a range of punctuation taught in KS2 mostly correctly - commas after fronted adverbials; singular and plural possession; using an ellipsis; **inverted commas for speech**; colons, semicolons and bullet points (lists); brackets to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colon, semicolon and dashes to mark the boundary between clauses.

- Semi-colon in between clauses: I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling. AND in a list of phrases: They need a lot of care, e.g. rosin for non-slip; extra elastic; complex ribbon tying; box breaking etc.

Spelling Year 4 **core words** correctly in independent writing.

Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Vocabulary

Synonyms and antonyms: how words are related by meaning.

Prefixes:
How the prefix un- changes the meaning of verbs and adjective
Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-/dis-, de-, mis-, over- and re-)

Use the first two or three letters of a word to check its spelling in a dictionary.

Children are to know word families based on common words, showing how words are related in form and meaning.

Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far.

Use a thesaurus to develop vocabulary.

Teachers should expose children to **new, challenging words daily**, ensuring meaning is clear and put into context.

Consolidate Learning End Of Half Term Quiz/Presentation.

Chn to be tested on all the core words (inc - days of the week) which have been sent home for homework so far. Chn to be given the opportunity to present a piece of extended writing.	Chn to be tested on all the core (inc - days of the week) words which have been sent home for homework so far. Chn to be given the opportunity to present a piece of extended writing.	Chn to be tested on all the core (inc - days of the week) words which have been sent home for homework so far. Chn to be given the opportunity to present a piece of extended writing.
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<p>Quiz - Adverbs and Fronted Adverbials- Chn to be tested on accurate use of adverbs and fronted adverbials.</p> <p>Dictation- teacher to dictate sentences that include core words, common exception spellings and punctuation taught so far.</p> <p>Key Vocab - adverbs, fronted adverbials, past tense, present tense.</p>	<p>Quiz - Inverted Commas and direct and indirect speech</p> <p>Dictation- teacher to dictate sentences that include core words, common exception spellings and punctuation taught so far.</p> <p>Key Vocab - inverted commas, direct speech, indirect speech, parenthesis.</p>	<p>Quiz - Punctuation- children to be tested on punctuation taught.</p> <p>Dictation- teacher to dictate sentences that include core words, common exception spellings and punctuation taught so far.</p> <p>Key Vocab - full stop, comma, colon, semi-colon, dash, hyphen.</p>
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Percentage Value - Children must be able to use and understand all highlighted terminology accurately and appropriately when discussing their writing and reading.

More Able

<h3 style="text-align: center;">Unicef Articles</h3>	
<p>Article 31</p>	<p>Every child has the right to find out things and share what they think of others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p>
<p>Article 29</p>	<p>Every child has the right to an education that should help them to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.</p>
<p>Article 17</p>	<p>Every child has the right to get information that is important to their well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information they are getting is not harmful, and help them find and understand the information you need.</p>