

## Year 4 Writing

Narrative	Poetry	Report	Recount	Instructions	Persuasion	Explanation
<p><b>Composition</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use tense and person consistently</li> <li>• use fronted adverbials of time, manner and place (<i>Later that day, Mysteriously, In the distance</i>)</li> <li>• use figurative language, including alliteration, similes and onomatopoeia</li> <li>• use expanded noun phrases, adverbial phrases and prepositional phrases</li> <li>• vary proper nouns, pronouns and noun phrases to avoid repetition (<i>Roald Dahl, he, the talented author</i>)</li> <li>• expand noun phrases with adjectives and prepositions (<i>Above the colossal, intimidating mountain,</i>)</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation, starting to control the tone and volume so that the meaning is clear.</li> </ul>						
<p>Children should plan by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas.</li> </ul>			<p>Children should evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• reading their work aloud</li> <li>• assessing the effectiveness of their own writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-reading for spelling and punctuation errors.</li> </ul>			
<p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>• Use paragraphs to indicate change of time or place.</li> <li>• Use paragraphs to specify a theme (<i>diet/habitat/behaviour</i>)</li> <li>• Include an introduction in non-fiction texts.</li> <li>• Include a conclusion to summarise non-fiction texts.</li> <li>• Link paragraphs with appropriate fronted adverbials/ use a topic paragraph to introduce subjects in paragraphs.</li> <li>• Continue using organisational and presentational features (<i>headings, subheadings, bullet points</i>)</li> </ul>					<p><b>Handwriting</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• consistently use clear lead-in and exit strokes</li> <li>• write using a legible and consistent size</li> <li>• ensure joins are appropriate and consistent.</li> </ul>	

<p><b>Sentence Types</b></p> <ul style="list-style-type: none"> <li>- 2A sentences</li> <li>- 4A sentences</li> <li>- Conjunction sentences</li> <li>- Short descriptive sentences</li> <li>- Time sentences</li> <li>- Speech sentences</li> <li>- Question sentences</li> <li>- List sentences (list of actions)</li> <li>- Short sharp sentences</li> <li>- Adverb sentences</li> <li>- As sentences</li> <li>- Preposition sentences</li> <li>- Simile sentences</li> </ul>	<p><b>Terminology</b></p> <p>These are the terms children should be introduced to in Year 4:</p> <ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun</li> <li>• possessive pronoun</li> <li>• adverbial</li> </ul>	<p><b>Spelling</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>Spelling work for Year 3/4 from English Curriculum Appendix 1</b></p>
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**Grammar and Punctuation**

Children should be taught how to:

- use conjunctions for subordination to express time and cause (because, if, when, that, as, until, while/whilst)
- use apostrophes to mark singular and plural possession (the boy's coat, the boys' coats)
- use inverted commas and other punctuation for direct speech
- use present perfect form of verb where appropriate (Our son **has learned** how to read. Doctors **have cured** many deadly diseases.)
- use commas after fronted adverbials

You should:

- introduce the difference between personal and possessive pronouns
- introduce determiners