

Year 4 Writing

Composition

Pupils should be taught to:

- use tense and person consistently
- use fronted adverbials of time, manner and place (*Later that day, Mysteriously, In the distance*)
- use figurative language, including alliteration, similes and onomatopoeia
- use expanded noun phrases, adverbial phrases and prepositional phrases
- vary proper nouns, pronouns and noun phrases to avoid repetition (*Roald Dahl, he, the talented author*)
- expand noun phrases with adjectives and prepositions (*Above the colossal, intimidating mountain,*)
- 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.

Children should plan by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas.

Children should evaluate and edit by:

- reading their work aloud
- assessing the effectiveness of their own writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-reading for spelling and punctuation errors.

Text Structure

- Use paragraphs to indicate change of time or place.
- Use paragraphs to specify a theme (*diet/habitat/behaviour*)
- Include an introduction in non-fiction texts.
- Include a conclusion to summarise non-fiction texts.
- Link paragraphs with appropriate fronted adverbials/ use a topic paragraph to introduce subjects in paragraphs.
- Continue using organisational and presentational features (*headings, subheadings, bullet points*)

Handwriting

Pupils should be taught to:

- consistently use clear lead-in and exit strokes
- write using a legible and consistent size
- ensure joins are appropriate and consistent.

<p>Sentence Types</p> <ul style="list-style-type: none"> - Simple sentences (just a main clause) - Compound sentence using FANBOYS (<i>for, and, nor, but, or, yet, so</i>) conjunction to join two independent clauses - Complex sentences (main clause + subordinate clause/s) <ul style="list-style-type: none"> o Use subordinating conjunctions (<i>as, when, because, while, until, if, which, then, so that, etc.</i>) o Use adverbials of time (<i>after the rain stopped, later in the day</i>), adverbials of manner (<i>cautiously, thoroughly, eagerly</i>) and adverbials of place (<i>in the distance, from the corner of the room, beyond the horizon</i>) - Speech sentences - Question sentences - List sentences 	<p>Terminology</p> <p>These are the terms children should be introduced to in Year 4:</p> <ul style="list-style-type: none"> • determiner • pronoun • possessive pronoun • adverbial 	<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Spelling work for Year 3/4 from English Curriculum Appendix 1</p>
<p>Grammar and Punctuation</p> <p>Children should be taught how to:</p> <ul style="list-style-type: none"> • 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 <p>You should:</p> <ul style="list-style-type: none"> • introduce the difference between personal and possessive pronouns • introduce determiners 		

