



Writing and SPaG

Year 4

Year 4 - Writing

W	Assessed	Examples
	<u>Transcription</u>	
1	Use further prefixes and suffixes	ation, ous, ion, ian
2	Spell words which are commonly misspelt	Spell words from Year 4 word list
3	Use apostrophes to show possession with regular and irregular plural words	Plural s e.g. girls Possessives ' s the girl's book
4	Write simple sentences correctly from dictation, that include words and punctuation taught so far	
5	Learn to spell more homophones	accept and except whose and who's
	<u>Composition</u>	
6	Plan writing using the structure, vocabulary and grammar from other books to help	
7	Plan writing by discussing ideas and rehearsing orally	
8	Draft writing by using different sentence structures and saying sentences out loud	
9	Build paragraphs around a theme	Begin to open paragraphs with topic sentences
10	Write stories with settings, character and plot	
11	Use effectively and cover the following writing genres through the year; Narrative Recount, Report, Persuasion, Discussion, Instructions, Explanations	
12	Try different sentence lengths to create particular effects.	Charlie lifted his bag, opened the gate and set off down the overgrown path. Use short sentences to show pace in the action Use three part sentences to show action and pace. Develop character and interaction with characters through description and dialogue Re-order sentences when editing to create specific effects. Choose and find precise and effective vocabulary according to the purpose or audience Recognise when a simile may generate more impact than a metaphor and vice versa

	Handwriting	
13	Use the diagonal and horizontal strokes that are needed to join letters	Pupils should be using joined handwriting throughout their independent writing Ensure that the down strokes of letters are parallel and equal and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
14	Understand which letters, when next to one another, are best left not joined	
15	Increase the legibility, consistency and quality of their handwriting,	

Year 4 - SPaG

<u>S</u>	<u>Assessed</u>	<u>Examples</u>
	<u>Word</u>	
1	Know the grammatical difference between plural and possessive	Plural s e.g. girls Possessives 's the girl's cup
2	Use standard English forms for verb inflections instead of local spoken forms	We were not we was I did not I done verb inflection ↓ ↓ She travel + s to work by train
	<u>Sentence</u>	
3	Expand noun phrases by adding modifying adjectives, nouns and preposition phrases	<i>the teacher</i> → <i>the strict maths teacher with curly hair</i>
4	Use fronted adverbials to describe the verb in the sentence (where, when and how)	Later that day , I heard the bad news.
	<u>Text</u>	
5	Use paragraphs to organise ideas around a theme	
6	Make appropriate choice of pronoun or noun within a sentence to enable it to make sense avoiding repetition Vary choices of pronouns correctly to refer to the first, second and third person, both singular and plural	Jessica went out to the shop but she forgot her keys. The door was unlocked so I went back to lock it .
	<u>Punctuation</u>	
7	Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas	
8	Use apostrophes to mark singular and plural possession	
9	Use commas after fronted adverbials and in complex sentences	
	<u>Language</u> (add to the language from previous stages) determiner, pronoun, possessive pronoun, adverbial	