

Key Learning in Writing: Year 4

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail and advice)</i>	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ■ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> ■ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> ■ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> ■ Use commas to mark clauses in complex sentences. ■ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> ■ Identify, select and effectively use pronouns. ■ Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> ■ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. ■ Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>. 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ■ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own. ■ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. ■ Discussing and recording ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i> <p>Draft and write by:</p> <ul style="list-style-type: none"> ■ Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ■ Planning and writing an opening paragraph which combines the introduction of a setting and character/s. ■ Organising paragraphs in narrative and non-fiction. ■ Linking ideas within paragraphs e.g. <i>fronted adverbials</i> for when and where. ■ Generating and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ■ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. ■ Discussing and proposing changes with partners and in small groups. ■ Improving writing in light of evaluation <p>Perform own compositions for different audiences</p> <ul style="list-style-type: none"> ■ Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<p>As above and:</p> <ul style="list-style-type: none"> ■ Use further prefixes and suffixes and understand how to add them. ■ Spell further homophones. ■ Spell words that are often misspelt. ■ Use the first 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. ■ Learn to spell new words correctly and have plenty of practice in spelling them. ■ Understand how to place the apostrophe in words with irregular plurals (e.g. children's). ■ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<p>As above and:</p> <ul style="list-style-type: none"> ■ Write with consistency in size and proportion of letters, e.g. <i>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.</i>

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