

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 instead of we was. I was instead of I were. I did instead of I done. She saw it instead of she seen it.</i> ▪ Use apostrophes for singular and plural possession e.g. <i>the dog's bone and 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. ▪ <u>Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</u> <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 for when and where.</i> ▪ 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"> ▪ <u>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</u> ▪ 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. ▪ <u>Use the first three letters of a word to check its spelling in a dictionary.</u> ▪ 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"> ▪ <u>Write with consistency in size and proportion of letters, 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.</u>