

English -Writing
Year 4

Word:	<ul style="list-style-type: none">• Understand and use, the grammatical difference between plural and possessive -s• Standard English forms for verb inflections instead of local spoken forms (eg - <i>we were</i> instead of <i>we was</i> - <i>I did</i> instead of <i>I done</i>) <p>Spelling</p> <ul style="list-style-type: none">• Accurately spell the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently
Sentence:	<ul style="list-style-type: none">• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)• Fronted adverbials (eg <u>Later that day</u>, <i>I heard the bad news</i>)
Text:	<ul style="list-style-type: none">• Use of paragraphs to organise ideas around a theme• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation:	<ul style="list-style-type: none">• Use of inverted commas and <u>other punctuation</u> to indicate direct speech• Apostrophes to mark singular and plural possession (eg - the girl's name, the girls' name)• Use of commas after fronted adverbials
Handwriting:	<ul style="list-style-type: none">• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• Increase the legibility, consistency and quality of their handwriting

<p>Composition:</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas • Compose and rehearse sentences orally (including dialogue) • Write effectively for a range of purposes and audiences, using appropriate language • Organise paragraphs around a theme • In narratives, develop settings, characters and plot • Begin to assess the effectiveness of their own and others' writing and suggest improvements • Proofread for spelling and punctuation errors • Begin to read aloud their own writing to a group or whole class, using appropriate intonation, tone and volume to demonstrate clear meaning
<p>Terminology for pupils:</p>	<p><i>All KS1 terminology plus:</i></p> <p>Year 3 <i>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)</i></p> <p>Year 4 Determiner, pronoun, possessive pronoun, adverbial</p>
<p>Greater Depth:</p>	<p>The pupil can:</p> <ul style="list-style-type: none"> • Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis • Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event) • Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader • Choose language used in dialogue effectively to convey characters' thoughts and feelings
<p>Topic/Novel Link:</p>	

