



## Year 4 Writing

### Composition

#### Plan their writing 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

#### Draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

organising paragraphs around a theme

in narratives, creating settings, characters and plot

in non-narrative material, using simple organisational devices



<b>Editing</b>	<p><b>Evaluate and edit by:</b></p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<b>Punctuation</b>	<p>Use commas after fronted adverbials. E.g. occasionally, she comes to my house.</p> <p>Use commas to mark grammatical boundaries within sentences. (Link this to work on editing and revising own writing)</p> <p>Punctuate direct speech using commas and speech marks.</p> <p>Use apostrophes to mark possession through: Identifying possessive apostrophes in reading and to whom or what they refer. Understanding the basic rules for apostrophising singular nouns, e.g. the man's hat; for plural nouns ending in "s", e.g. The doctors' surgery and for irregular plural nouns e.g. children's playground. Distinguishing between uses of the apostrophe for contraction and possession.</p> <p>Identify semi colons and respond to them appropriately in reading.</p> <p>Identify colons and respond to them appropriately in reading.</p> <p>Identify hyphens and respond to them appropriately in reading.</p>



<p><b>Sentence</b></p>	<p>Use and understand expanded noun phrases.</p> <p><i>The fluttering, blue butterflies...</i></p> <p><i>The over active dog... The shabby and dirty house... continuing to 'The old man who lived on the hill...' 'The ancient book I had lost...</i></p> <p>Adapt sentence construction to different text types, purposes and readers.</p>
<p><b>Phrases and clauses</b></p>	<p>Use commas, connectives and full stops to join and separate clauses and effectively in their own writing.</p> <p>Understand and use a subordinate clause.</p> <p>Show relationships of time through subordination and connectives: next, then, later, before, since, lastly, finally, after, meanwhile</p> <p>Show relationships of reason and cause through subordinating connectives; when, if, because, although, so, then, because, as, if, thus, unless, whether, for, besides, anyway, therefore, consequently</p> <p>Understand and use fronted adverbials.</p>
<p><b>Parts of speech</b></p>	<p>Understand and extend knowledge and understanding of adverbs through: Identifying common adverbs with ly suffix and discussing their impact on sentences. Noticing where they occur in sentences and how they are used to qualify the meaning of verbs. Collecting and classifying examples of adverbs, e.g. for speed: swiftly, rapidly, sluggishly; light: brilliantly, dimly.</p> <p>Investigating the effects of substituting adverbs in clauses or sentences, e.g. They left the house ...ly Use adverbs with greater discrimination in own writing.</p>



Understand and use adverbs of time: Now, First, Last, Early, Yesterday, Tomorrow, Today, Later, Regularly, Often, Never, Monthly, Always, Usually

Understand and use adverbs of cause: as, as a result of, because, although, even though, in order to, on account of, so that, since, as long as, due to, in as much as

Understand and use the term pronoun for clarity and to avoid ambiguity and to understand the function of pronouns in sentences through: noticing in speech and reading how they stand in place of nouns; substituting pronouns for common and proper nouns in own writing; distinguishing personal pronouns, e.g. I, you, him, it and possessive pronouns, e.g. my, yours, hers; distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. I, me, we; you; she, her, them investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person; investigating how pronouns are used to mark gender: he, she, they, etc.,

Understand and use the term noun for clarity and to avoid ambiguity.

Understand and use the term adverbial.

Understand and use prepositions of time: at, on, in, for


Understand and use prepositions of place: at, on, in, near, across, beneath, between.

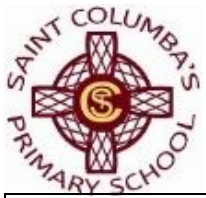
Understand and use prepositions of cause: for, from, through, because of, on account of

Understand and use determiners/articles.

Use the term "adjective" appropriately and understand the function of adjectives in sentences through: Identifying adjectives in shared reading. Discussing and defining what they have in common i.e. words which qualify nouns. Experimenting with



	<p>deleting and substituting adjectives and noting the effects on meaning. Collecting and classifying adjectives, e.g. for colours, sizes, moods. Experimenting with the impact of different adjectives through shared writing.</p> <p>Use the term “verb” appropriately and understand the function of verbs in sentences through: Noticing that sentences cannot make sense without them collecting and classifying examples of verbs from own reading and own knowledge e.g. run, chase, sprint; eat, consume, gobble</p> <p>Understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do, through</p> <p>Understand and use perfect verbs for time or cause: Present: has ____ (verb, eg has done) Past: had ____ (verb, eg had done) Future: Will have ____ (verb eg will have done)</p> <p>Extend knowledge, understanding and use of expressive and figurative language in stories and poetry through: Constructing adjectival phrases Examining comparative and superlative adjectives Comparing adjectives on a scale of intensity (e.g. hot, warm, tepid, lukewarm, chilly, cold) Relating them to the suffixes which indicate degrees of intensity (e.g. – ish, – er, – est). Relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most)</p>
<p>Standard English</p>	<p>Ensure grammatical agreement in speech and in writing of pronouns and verbs, e.g. I am, we are.</p>
	<p>Capital letter, full stop, comma, question marks, exclamation, apostrophe, possessive apostrophe, speech marks, statement, question, exclamation, noun phrase, simple clause, coordination, subordinate clause, connective, adverb, adverbial, possessive</p>



	pronoun, conjunction, connective, preposition, determiner, adjective, verb, <b>fronted adverbial</b> , semi colon, colon, hyphen, <b>article</b> , expressive, figurative, adjectival phrase, comparative, superlative, determiner, article
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