

Year 4 Writing

<p>Transcription – spelling quickly and accurately though knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.</p>	<ul style="list-style-type: none">• The pupil can use the first two or three letters of a word to check its spelling in a dictionary• The pupil can spell most year 3 and year 4 words correctly• The pupil can apply a range of prefixes and suffixes e.g. il- (illegal), ir- (irregular), re-(refresh, sub- (subheading), -ation (information), -sure (treasure), -sion (invasion), -ous (dangerous), -sion (expression), -cian (musician)• The pupil can spell most year 3 and 4 homophones e.g. whether/weather, great/grate
<p>Handwriting</p>	<ul style="list-style-type: none">• The pupil can produce legible joined writing of a consistent size
<p>Composition – Articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.</p>	<ul style="list-style-type: none">• The pupil can plan by discussing similar writing to learn from its structure, vocabulary and grammar• The pupil can draft and write using a rich vocabulary and a range of sentence structures• The pupil can assess the effectiveness of their own and other’s writing, propose changes and proof read for spelling and punctuation errors• The pupil can use paragraphs to organise ideas appropriately
<p>Vocabulary, punctuation and grammar</p>	<ul style="list-style-type: none">• The pupil can choose nouns or pronouns appropriately for clarity, to avoid repetition• The pupil can use the present perfect form of verbs in contrast to the past form e.g. we <i>were</i> not we <i>was</i> and I <i>did</i> instead of I <i>done</i>• To add specific detail, time and cause the pupil can:<ul style="list-style-type: none">○ use conjunctions (E.g. <i>when, if, although</i>),○ noun phrases (E.g. ‘the sky’ expands to ‘the <i>dark, gloomy</i> sky’)○ preposition phrases (E.g. the bird flew <i>over</i> the tree, the dog ran <i>until</i> he was tired)○ fronted adverbials (E.g. <i>Early in the morning</i>, I went to the zoo. <i>Over by the car</i>, the cat slept.)• The pupil can use inverted commas to show direct speech (E.g. The cat smiled and said “<i>I love tuna.</i>”) and use possessive apostrophes to indicate possession (E.g. The man took the <i>dog’s</i> bone.)