

## Year 4 Writing Curriculum

Skills To Be Taught In Each Unit			
Composition			Power Statements
<p><b>Plan writing:</b> -Discuss writing similar to which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas</p>	<p><b>Drafting and writing</b> - Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structure -In narratives create settings, characters and plot -In non-narrative material, use simple organisational devices such as headings and sub-headings</p>	<p><b>Evaluating and editing</b> -Proof read for spelling, punctuation and grammar -Re-read to check that their writing makes sense, the tenses are consistent and that pronouns are used accurately -Begin to evaluate and edit the effectiveness of their own and others' writing and suggest improvements -Begin to propose changes to vocabulary, punctuation, spelling and grammar -Read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so the meaning is clear</p>	<p><b>Write in a consistent, neat, legible and joined style</b> <b>Use the rules and conventions in spelling from the Y3/4 lists most of the time</b> <b>Spell the words on the Y3/4 lists</b> <b>Re-read writing or that of peers and identify one or two changes that need to be made</b> <b>Check work, identifying and correcting some mistakes in punctuation</b> <b>Redraft writing to improve punctuation and vocabulary</b> <b>Use the remaining prefixes and explain their meaning (in, il, im, re, inter, super)</b> <b>Use all the key words to explain the grammar in my writing (determiner, pronoun, possessive pronoun, adverbial)</b></p>
Grammar To Be Taught In Each Unit			
Word	Sentence	Text	Punctuation
<p>W1 The grammatical difference between plural and possessive -s W2 Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p><b>Y3 Revision</b> Expressing time, place and cause using S1 conjunctions [for example, when, before, after, while, so, because], S2 adverbs [for example, then, next, soon, therefore], or S3 prepositions [for example, before, after, during, in, because of]</p> <p><b>Y4</b> S1 Noun phrases expanded by the addition of modifying adjectives, nouns and S2 preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) S3 Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>T1 Use of paragraphs to organise ideas around a theme T2 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p><b>Y3 Revision</b> Use of inverted commas to punctuate direct speech</p> <p><b>Y4</b> P1 Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas; The conductor shouted, "Sit down!") P2 Apostrophes to mark plural possession (for example, the girl's name, the girls' name) P3 Use of commas after fronted adverbials</p>
Spellings		Terminology For Children To Use	Handwriting
<p>-Spell homophones Y3/4 Use the first 2 or 3 letters of a word to check its spelling in a dictionary Use further prefixes and suffixes Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. Place the possessive apostrophe accurately in words with regular plurals and words within irregular plurals</p>		<p><b>Y3 Revision</b> Preposition, conjunction Word family, prefix Clause, subordinate clause Direct speech Consonant, consonant letter, vowel, vowel letter, inverted commas</p>	<p><b>Year 4</b> determiner pronoun, possessive pronoun adverbial</p> <p>-Join letters  -Increase the legibility, consistency and quality of handwriting e.g. ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>