

Year 4

Composition

| plan | draft | evaluate | edit | perform & present |
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| Make increasingly detailed notes, using similar writing to support with structure, vocabulary and grammar. | <p>Compose & rehearse sentences specific to the genre/text type (including standard & non-standard English, e.g. in dialogue for characters), progressively building a varied & rich vocabulary and an increasing range of sentence structures.</p> <p>Use paragraphs to organise ideas around a theme. Some attempt to link paragraphs together across a text.</p> <p>Describe settings & characters in detail and create well-developed plots, using inverted commas & other punctuation to indicate direct speech.</p> | <p>Re-read to check that writing makes sense and is structured correctly for the purpose intended (level of detail, vocabulary or repetitiveness).</p> <p>Assess the effectiveness of their own and other's writing.</p> | <p>Check spelling, punctuation and grammar and suggest ways to improve consistency including the accurate use of pronouns in sentences.</p> <p>Check correct and consistent verb tense and forms.</p> | Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear. |

Grammar

| word | verbs | sentence structure | paragraphs | text |
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| <p>Write noun phrases expanded by a wider range of adjectives (size, colour, age, personality, feeling, texture, appearance etc), nouns & prepositional phrases (e.g. at midnight, in the corner, with the red hair).</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> | <p>Use standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done].</p> <p>Learn some differences between Standard English and non-Standard English; begin to apply what they have learnt, e.g. in writing dialogue for characters</p> <p>Understand grammatical differences between plural and possessive -s.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> | <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (examine the effect of moving the subordinate clause).</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Begin sentences with adverbial phrases.</p> | <p>Use paragraphs to organise ideas around a theme.</p> <p>Consider the sequence of sentences within a paragraph.</p> | <p>Use Fronted adverbials [e.g. Later that day, I heard the bad news.], to link ideas across a text.</p> <p>Choose appropriate pronouns or nouns within and across sentences for clarity and cohesion and avoid repetition.</p> |

Transcription – Punctuation

| sentence demarcation | commas | inverted commas | Apostrophes |
|---|-------------------------------------|---|--|
| Use previous years' sentence demarcation consistently and accurately. | Use commas after fronted adverbials | Use 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!"] | Use apostrophes to mark plural possession [e.g. the girl's name, the girls' names] |

Transcription – Spelling

| prefixes & suffixes | etymology & morphology |
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| <p>Use further prefixes and suffixes and understand how to add them. (See appendix 1 & RWI)</p> <p>Mis- auto- inter- il- un- mis- dis- ir- super- sub-ly -sure -sion -ous</p> <p>Form nouns with a range of prefixes (e.g. super-, auto-)</p> | <ul style="list-style-type: none"> Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) league, tongue, antique, unique (Y4) Words with the /s/ sound spelt sc (Latin in origin) (Y4) Short u spelt ou (e.g. group, soup) (Y4) ay spelt ei eigh, ey (e.g. eight, prey) (Y4) Spell further homophones (See App1 & RWI) Use the first 2 or 3 letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus |

Transcription – Handwriting

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| <p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, 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].</p> <p>Use joined handwriting throughout their independent writing (Notes & Guidance)</p> |
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Totley All Saints Writing Strands Y4

Grammar & Punctuation - Small Steps



WORD

End Point

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| <p>Remember what nouns, adjectives and prepositions are and where they come in a sentence. Remember that a group of words can be used to express a noun (noun phrase).</p> | <p>Know that a determiner qualifies a noun. Know and use different types of determiners correctly to expand nouns into noun phrases. <i>Know that an is used when followed by a vowel.</i></p> | <p>Use adjectives to expand noun phrases and consider the order to present a list of adjectives (e.g. quality/ quantity, age, size, colour, purpose).</p> | <p>Use adjectives (separated with a comma), and prepositions (with, by, next to), to describe and specify. Use adjectives directly before and after nouns to modify them (e.g. the kitten is cute, the car with red stripes).</p> | <p>Write noun phrases expanded by a wider range of adjectives, nouns & prepositional phrases.</p> |
| <p>Know how to extend sentences using conjunctions.</p> | <p>Know how to extend sentences using adverbs.</p> | <p>Know how to extend sentences using prepositions.</p> | <p>Know how to extend sentences using adverbs, conjunctions and prepositions.</p> | <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> |

VERBS

End Point

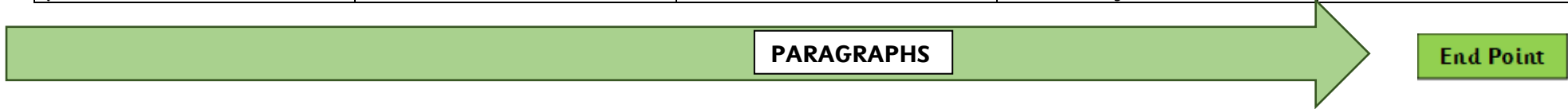
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| <p>Pair verbs correctly with pronouns in their present & past tense (including the past progressive & present perfect). <i>For example, we are, I was, they were, I did, it is, it was done, we got, it brought, they swam, I was waiting, I have eaten, etc).</i></p> | <p>Know when to use the verb forms (progressive = actions that continued for an amount of time; present perfect = actions that have an impact on the present).</p> | <p>Know that in writing, we use standard verb forms. Edit their writing for correct pronoun-verb-tense agreement.</p> | <p>Use standard English inflections in their writing with correct pronoun-verb agreement.</p> | <p>Use standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done].</p> |
| <p>Begin to know what standard English is and when it is useful.</p> | <p>Know that dialogue can often contain non-standard English.</p> | <p>Can use some standard and non-standard English appropriately.</p> | <p>Write using a more formal register (e.g. in a persuasive letter), and apply their knowledge of standard English.</p> | <p>Learn some differences between Standard English and non-Standard English; begin to apply what they have learnt, e.g. in writing dialogue for characters.</p> |
| <p>Know when a noun is singular and when it is plural.</p> | <p>Know when a noun has an 's' to indicate possession.</p> | <p>Use plurals and possessive nouns in their writing.</p> | <p>Understand when they need to use an 's' for possession of singular or plural nouns (as opposed non-possessive plurals nouns).</p> | <p>Understand grammatical differences between plural and possessive -s.</p> |

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| Recall how simple past tense verbs (regular and irregular), and the past progressive describe actions completed in the past and when to use each. | Know that the present perfect is formed using present form of 'to have' and the past participle using the suffix -ed (or -en for some irregular verbs e.g, have been). | Know how to form the present perfect tense. | Know when to use the present perfect form. | Use the present perfect form of verbs in contrast to the past tense. |
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| Know what a clause, a main clause and a subordinate clause is. | Know what coordinating and subordinating conjunctions are and how they are used | Know how to form simple, compound and complex sentences using different clauses. | Know when and why to use different types of sentences within writing and use correct punctuation. | Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (examine the effect of moving the subordinate clause). |
| Know what a conjunction is and where they come within a sentence (when, before, while, so, because etc). | Know what an adverb is and where they come within a sentence (then, next, soon, etc). | Know what a preposition is and where they come within a sentence (before, after, during etc). | Know how to extend sentences using adverbs, conjunctions and prepositions. | Use conjunctions, adverbs and prepositions to express time and cause. |
| Know what an adverb is and that adverbs can be used to describe time, manner and place. | Know different adverbs of time, manner, place and frequency. | Know where adverbs can be used within a sentence. | Know that an adverb used to start a sentence is a fronted adverbial and needs to be followed by a comma. | Begin sentences with adverbial phrases. |



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| Group ideas around a common theme (aspects of character description, parts of a story). | Use sub-headings to organise information. | Use planning proformas to group ideas into paragraphs and use paragraph breaks for their draft or final piece. | Signal changes in time or place within story/recount/argument writing with new paragraphs. | Use paragraphs to organise ideas around a theme. |
| Know that the first sentence needs to give clear information about the paragraph's content (noun/subject of the sentence) | Use planning proformas to collect additional/related ideas for paragraphs. | Know that sentences need to be well sequenced. <i>Write a series of sentences on a theme and experiment with the order to see which sequence works</i> | Begin to use connecting adverbs and adverbials to link sentences within paragraphs. | Consider the sequence of sentences within a paragraph. |

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| specified, introductory idea shared). | | <i>well. Identify things to improve with non-examples.</i> | |
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TEXT

End Point

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| Know what an adverb is and know that adverbs can be used to describe time, manner and place. | Know different adverbs of time, manner, place and frequency. | Know where adverbs can be used within a sentence. | Know that an adverb used to start a sentence is a fronted adverbial and that a comma is used after it. | Use Fronted adverbials [e.g. Later that day, I heard the bad news.], to link ideas across a text. |
| Recall what a pronoun is and know different types of pronouns. | Remember that a pronoun can be used to replace a noun. | Know when to use different nouns or pronouns within sentences | Use pronouns to avoid repetition. | Choose appropriate pronouns or nouns within and across sentences for clarity and cohesion & to avoid repetition. |

PUNCTUATION

End Point

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| Remember where to place capital letters (start of a sentence, proper nouns), and full stops/question marks/exclamation marks (linked to sentence types and function). | Remember how to use commas in lists and to separate clauses. | Use apostrophes correctly placed for contraction, as well as for singular and plural possession. | Use previous year's sentence demarcation accurately. | Use previous years' sentence demarcation consistently and accurately. <i>NB. A non-negotiable, alongside Y4 content, for a child to achieve 4EXS</i> |
| Know what a fronted adverbial is and understand how it adds detail to the main clause. | Know and use a range of fronted adverbials. | Know that clauses need marking as separate from other information within sentences. | Know that commas after a fronted adverbial mark them apart from clauses. | Use commas after fronted adverbials. |
| Remember that speech begins with a capital letter and ends with the correct punctuation within inverted commas. Use a reported clause after what has been said. | Use a reported clause before what is said followed by a comma and use different verbs for said. | Be able to use and punctuate split dialogue correctly. | Start a new line for a new speaker | Use inverted commas and other punctuation to indicate direct speech [e.g., a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]. |
| Remember that an apostrophe can be used to show possession and that | Know that if the word ends in "s" the apostrophe is used | Know that if a plural word ends in "s" the apostrophe | Know that if a plural word doesn't end in "s" to use an apostrophe and "s" to show | Use apostrophes to mark plural possession [e.g. the girl's name, the girls' names]. |

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| the apostrophe for singular possession comes before the "s" of the noun the item belongs to (e.g. Harriet's...). | after it (e.g. James' pencil case). | comes at the end (e.g. babies' room). | possession (e.g. the sheep's wool, children's toys). | |
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