



# Wincle Church of England Primary School Writing Expectations

## Key Learning Indicators of Performance in Writing: Year 4

Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▶ <b>develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</b> <ul style="list-style-type: none"> <li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>○ using the present perfect form of verbs in contrast to the past tense</li> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>○ using conjunctions, adverbs and prepositions to express time and cause</li> <li>○ using fronted adverbials</li> <li>○ learning the grammar for years 3 and 4 in <u>English Appendix 2</u></li> </ul> </li> <li>▶ <b>indicate grammatical and other features by:</b> <ul style="list-style-type: none"> <li>○ using commas after fronted adverbials</li> <li>○ indicating possession by using the possessive apostrophe with plural nouns</li> <li>○ using and punctuating direct speech</li> </ul> </li> <li>▶ <b>use and understand the grammatical terminology in <u>English Appendix 2</u> accurately and appropriately when discussing their writing and reading.</b></li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▶ <b>plan their writing by:</b> <ul style="list-style-type: none"> <li>○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>○ discussing and recording ideas</li> </ul> </li> <li>▶ <b>draft and write by:</b> <ul style="list-style-type: none"> <li>○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>)</li> <li>○ organising paragraphs around a theme <ul style="list-style-type: none"> <li>○ in narratives, creating settings, characters and plot</li> <li>○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> </ul> </li> <li>▶ <b>evaluate and edit by:</b> <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>▶ <b>proof-read for spelling and punctuation errors</b></li> <li>▶ <b>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</b></li> </ul>	<p><b>Spelling (see <u>English Appendix 1</u>)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▶ use further prefixes and suffixes and understand how to add them (<u>English Appendix 1</u>)</li> <li>▶ spell further homophones</li> <li>▶ spell words that are often misspelt (<u>English Appendix 1</u>)</li> <li>▶ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>▶ use the first two or three letters of a word to check its spelling in a dictionary</li> <li>▶ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▶ <b>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</b></li> <li>▶ <b>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].</b></li> </ul>
<p><b>Vocabulary, grammar and punctuation APPENDIX 2</b></p> <p><b>Word:</b> The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p><b>Sentence:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) <b>Fronted adverbials</b> [for example, Later that day, I heard the bad news.]</p> <p><b>Text:</b> Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across aid <b>cohesion</b> and avoid repetition</p> <p><b>Punctuation:</b> Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, the girl's name, the girls' names] Use of commas after <b>fronted adverbials</b></p>		<p><b>Spelling APPENDIX 1 (statutory requirement)</b></p> <ul style="list-style-type: none"> <li>▶ Add suffixes beginning with vowel letters to words of more than one syllable.</li> <li>▶ The /ɪ/ sound spelt y elsewhere than at the end of words</li> <li>▶ Spell words containing the /ʌ/ sound spelt ou, e.g. young, touch, double</li> <li>▶ The suffix –ation</li> <li>▶ The suffix –ly</li> <li>▶ Spell words with endings sounding like /zə/ e.g. treasure, enclosure, pleasure.</li> <li>▶ Spell words with endings sounding like /zən/ e.g. confusion, decision</li> <li>▶ The suffix –ous</li> <li>▶ Spell words with endings sounding like or /tʃə/, e.g. creature, furniture</li> <li>▶ Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</li> <li>▶ Words with the /k/ sound spelt ch (Greek in origin) e.g. scheme, chorus, chemist, echo, character</li> <li>▶ Words with the /ʃ/ sound spelt ch (mostly French in origin) e.g. chef, chalet, machine, brochure</li> <li>▶ Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) e.g. league, tongue, antique, unique</li> <li>▶ Words with the /s/ sound spelt sc (Latin in origin) e.g. science, scene, discipline, fascinate, crescent</li> <li>▶ Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey</li> <li>▶ Identify and spell irregular past tense verbs, e.g. send /sent, hear / heard, think/ thought</li> <li>▶ Identify and spell irregular plurals, e.g. goose/ geese, woman/women, potato /es</li> <li>▶ Spell homophones and near homophones.</li> </ul>	