

## Writing Overview

Year Four		
Writing Composition	Sentence Types	Grammar
<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>– Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.</li> <li>– Discussing and recording their ideas in different ways.</li> </ul> <p>Pupils should be taught to draft and write by:</p> <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.</li> <li>– Organising writing into paragraphs around a theme.</li> <li>– In narratives, creating settings, characters and plot.</li> <li>– In non-narrative, using simple organisational devices such as headings/subheadings.</li> </ul> <p>Pupils should be taught to evaluate and edit by:</p> <ul style="list-style-type: none"> <li>– Assessing the effectiveness of their own writing and others' writing and suggesting improvements.</li> <li>– Proposing changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences.</li> <li>– Proof-reading for spelling, grammar and punctuation errors.</li> <li>– Reading aloud his or her own writing, to a group or the whole class with appropriate intonation to make meaning clear.</li> </ul>	<p>Revise the following sentence types:</p> <ul style="list-style-type: none"> <li>– <b>BOYS:</b> (but, yet, so): The old man walked his dog, so he could get some fresh air.</li> <li>– <b>Simile:</b> The air was as still as a statue, as the old man walked his dog.</li> </ul> <p>Learn to write and then apply the following sentence types:</p> <ul style="list-style-type: none"> <li>– <b>List:</b> (noun phrases): The old man with the grey, straggly hair walked his dog. (Exit Year 3)</li> <li>– <b>Extra Information:</b> The old man, who was tired and grumpy, walked his dog.</li> <li>– <b>3 ed:</b> Frightened, terrified, confused, the man walked his dog.</li> <li>– <b>Verb, person:</b> Crying, Stanley walked his dog.</li> <li>– <b>Ad, same ad:</b> He was a tired old man, tired of walking.</li> <li>– <b>Short, sharp:</b> He had been walking the dog for miles. Suddenly he stopped.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>– Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition.</li> <li>– Building on from Year 3: Use of adjectives, nouns and preposition phrases to expand noun phrases: i.e. the teacher becomes: the strict maths teacher with the curly hair.</li> <li>– Building on from Year 3 (use of adverbials to extend sentences), write sentences that are made up of more than one clause. For example, children should be taught that a compound sentence is made up of 2 main clauses and a complex sentence is made up of a main clause and a subordinate clause.</li> <li>– Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. when, if, because, although.</li> <li>– Use of reported speech as well as direct speech.</li> <li>– Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to add meaning to adjectives or verbs: when, where or how), preposition (a word used with a noun or pronoun to show direction, location or time); pronoun: word that replaces the name of a living thing, place or object; determiner: words which come at the beginning of a noun phrase: the, those, the, whose etc.</li> <li>– Understand and use the term clause and subordinate clause. (Main clause can make sense as a sentence by itself; subordinate clause needs main clause to make sense).</li> </ul>

Spelling and Phonics	Punctuation	Key Vocabulary			
<ul style="list-style-type: none"> <li>- Use further prefixes and suffixes and understand how to add them (see Appendix 1).</li> <li>- Understand how to place the apostrophe in words with irregular plurals, e.g. children's.</li> <li>- Continue to spell further homophones and near homophones, see/sea, won/one.</li> <li>- Use a dictionary to check a spelling.</li> <li>- Continue to add suffixes beginning with vowels to words of more than one syllable e.g. forgetting, beginner, limited.</li> <li>- Additional prefixes, inter, sub.</li> <li>- Words which end in sion, -cian, -tion, ssion.</li> <li>- Words with the 'k; sound spelt ch, e.g. character, echo (Greek in origin).</li> <li>- Words with 'sh' sound spelt ch, e.g. chef, brochure (French in origin).</li> <li>- g' sounds spelt 'gue' e.g. league. x 'k' sounds spelt que, e.g. unique. x 's' sounds spelt sce, e.g. sciences.</li> <li>- Use a dictionary to check a spelling.</li> <li>- Write from memory simple sentences as dictated by the teacher.</li> </ul>	<p>As Year 3:</p> <ul style="list-style-type: none"> <li>- Become more accurate in use of inverted commas to punctuate speech.</li> <li>- Use of the possessive apostrophe (singular and plural nouns).</li> <li>- Use of commas after fronted adverbials, During the night,....Below the table,.... Slowly and calmly,....</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>- Use of more specific and accurate punctuation within speech sentences: comma after the reported clause, The conductor shouted, end punctuation within inverted commas, "Sit down!"</li> </ul>	<p>Sentence</p> <p>Singular</p> <p>Plural</p> <p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Apostrophe</p> <p>Comma</p> <p>Noun</p> <p>Conjunction</p> <p>Clause</p> <p>Subordinate Clause</p> <p>Direct speech</p> <p>Reported speech</p> <p>Compound sentence</p> <p>Complex sentence</p>	<p>Verb</p> <p>Adjective</p> <p>Adverb</p> <p>Phrase</p> <p>Noun phrase</p> <p>Statement</p> <p>Question</p> <p>Command</p> <p>Tense (past &amp; present).</p> <p>Pronoun</p> <p>Preposition</p> <p>Prefix</p> <p>Inverted commas/speech marks</p> <p>Determiner</p> <p>Simile</p>		
	<th data-bbox="786 890 1449 938">Handwriting</th> <td colspan="2" data-bbox="1449 890 2107 1495"> <th data-bbox="1449 890 2107 938">Speaking and Listening</th> </td>	Handwriting	<th data-bbox="1449 890 2107 938">Speaking and Listening</th>		Speaking and Listening
	<ul style="list-style-type: none"> <li>- Use diagonal and horizontal strokes to join letters.</li> <li>- Know that capitals are unjoined.</li> <li>- Increase legibility and consistency of handwriting.</li> <li>- Lines of writing spaced sufficiently.</li> <li>- Ascenders and descenders do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>- Speak audibly and fluently with an increasing command of Standard English.</li> <li>- Begin to select and use appropriate registers for effective communication.</li> <li>- Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>- Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> </ul>			

