

Year 4

Writing

Skills	Objectives	Terminology
<p>Spelling RWI</p> <p><i>Get spelling</i></p>	<ul style="list-style-type: none"> • The /[^]/ sound spelt ou • Adding the prefix (mis-, auto-, inter-, il-, un-, mis-, dis- ir-) • Adding the suffix -ly (<i>to adjectives to form adverbs</i>) • Words ending spelt -sure - ion • Words ending in -ous • Adding the prefix super- and sub- • The c sound spelt -que and the g sound spelt -gue • Words with the /s/ sound spelt sc • Words with the /eɪ/ sound spelt ei, eigh, or ey • Possessive apostrophe with plural words • Homophones and near-homophones • Years 4 word list 	<p>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial</p>
<p>Handwriting</p> <p><i>Nelson</i></p>	<ul style="list-style-type: none"> • 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 • increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced • Sufficiently so that the ascenders and descenders of letters do not touch). 	
<p>Planning for writing</p> <p><i>Literacy and language Class reader</i></p>	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas. 	<p>Contexts for writing</p>

<p>Writing – vocabulary, grammar and punctuation</p> <p><i>Literacy and language</i> <i>Class reader</i></p>	<ul style="list-style-type: none"> • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using fronted adverbials • Learning the grammar for years 3 and 4 in English Appendix 2. always within the context of children’s reading and writing. • Indicate grammatical and other features by: • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Discussing writing similar to that at which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>
<p>Drafting and writing</p> <p><i>Literacy and language</i> <i>Class reader</i></p>	<ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Organising paragraphs around a theme. • In narratives, creating settings, characters and plot. • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. 	<p>Performing</p>
<p>Evaluate and edit</p> <p><i>Literacy and language</i> <i>Class reader</i></p>	<ul style="list-style-type: none"> • 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 • increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced • Sufficiently so that the ascenders and descenders of letters do not touch). 	<ul style="list-style-type: none"> • Discussing and recording ideas • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Rehearsing and presenting their play scripts • Rehearsing and performing a poem