

English: Writing Teaching
Year 4

Planning compositions	To use reading as an inspiration for writing, including stylistic and language elements
	To compose and rehearse sentences orally (including dialogue), building a varied and rich vocabulary and an increasing range of sentence structures*
	To discuss and record ideas for writing in an organised way*
	To think aloud to explore and collect ideas for writing
	To create extended piece, including creating a longer piece of writing over several days
	To write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far*
	To decide on the type and style of writing based upon the audience and purpose*
	To take efficient and useful notes from texts
Evaluating and editing compositions	To draft and re-read writing to check that meaning is clear, including as the writing develops
	To give opinions and suggest improvements to own and other's writing*
	To monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels
	To propose changes to grammar, punctuation and vocabulary to improve consistency*
	To 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*
Word Level	To understand the formation of nouns using a range of prefixes [for example super-, anti-, auto]*(year 3)
	To explore word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)* (year 3)
	To use the forms a or an according to whether the next word begins with a consonant or a vowel* (year3)
	To effectively use dictionaries* (year4)
	To begin to use thesauruses (year5/6)
Vocabulary	To use correct grammar terminology (determiner, pronoun, possessive pronoun, adverbial etc.)*

End of Year 4 writing expectations

Handwriting	To ensure letters are consistently sized*
	To equally space letters to make writing easy to read*
	To ensure lines of writing are spaced sufficiently so that ascenders and descenders do not touch*
	To use joined handwriting throughout their independent writing using the diagonal and horizontal strokes that are needed to join letters.*
	To produce legible handwriting *
	To know that q, x, capital letters and letters after an apostrophe are best left un-joined*
Composition and structure	To maintain a consistent style throughout writing
	To use a more formal voice when appropriate
	To make a more consistent use of well-chosen words to add interest or build a vivid picture
	To begin to use some cohesive devices within and across sentences (repetition, connectives, adverbials etc.)
	To use increasing competence in the use of conventions including layout (heading, sub heading etc)*
	To ensure writing is mostly well-paced
	To develop settings, characters and plot*
	To organise paragraphs around a theme*
Linking	To use a balance of simple and compound sentences with a range of connectives (FANBOYS)
	To have few errors when attempting complex sentences
	To create sentences containing relative clauses (including: which, who, that, where, when) *
	To express time using conjunctions (when, before, after, during, while, soon, etc.) *
	To express cause using conjunctions (because, therefore, unless, so that, although etc.) *
Speech	To use and punctuate direct speech with inverted commas*
	To use and punctuate direct speech mostly correctly (using a comma after the reporting clause and ending punctuation within the inverted commas)*
	To use a range of verbs and adverbs to explain who is talking in speech
	To begin to use a new line for each new person speaking
Grammar	To choose nouns or pronouns appropriately for cohesion and to avoid repetition*
	To use pronouns appropriately to ensure clarity *
	To use correct subject/verb agreement*
	To consistently maintain person and tense
	To use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases*
	To vary sentence openings ('ly', 'ing', 'ed' and adverbials of time and place)
	To use adverbs for time, place and manner*
	To use the present perfect form of verbs in contrast to past tense (I've known Julie for ten years / I knew Julie)
Punctuation	To use all core punctuation correctly (full stops, capital letters, question marks and exclamation marks commas in a list)
	To use apostrophes for contractions (mostly correctly)
	To use apostrophes to show possession with singular nouns* (mostly correctly)
	To use apostrophes to show possession with plural nouns* (mostly correctly)
	To use commas to separate phrases and clauses (relative clauses, before conjunctions, after fronted adverbials, where a breath needs to be taken,)*