Key Learning in Writing: Year Four

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
- Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.* - Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.* *Create sentences with fronted **adverbials** for where e.g. In the distance, a lone wolf howled.* - Use commas to mark clauses in complex sentences. - Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."* - Identify, select and effectively use **pronouns** - Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.* - Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.* - Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones*	**Plan their writing by:** - Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions - Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing - Discussing and recording ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan* **Draft and write by:** - Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense - Planning and writing an opening paragraph which combines the introduction of a setting and character/s - Organising paragraphs in narrative and non-fiction - Linking ideas within paragraphs e.g. *fronted **adverbials** for when and where* - Generating and select from vocabulary banks e.g. *powerful adverbs, **adverbial** phrases, technical language, persuasive phrases, alliteration* appropriate to text type **Evaluate and edit by:** - Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing - Discussing and proposing changes with partners and in small groups - Improving writing in light of evaluation	- Use further prefixes and suffixes and understand how to add them - Spell further homophones - Spell words that are often misspelt - Use the first three 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. - Learn to spell new words correctly and have plenty of practice in spelling them. - Understand how to place the apostrophe in words with irregular plurals (e.g. children's). - Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.	Write with consistency in size and proportion of letters, e.g. *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*

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	Perform own compositions for different audiences • Use appropriate intonation, tone and volume to present their writing to a range of audiences.		