

Writing End of Year 4 Expectations

The programmes of study for writing at Key stage two continues to be constructed similarly to reading, the two main areas are; transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing)

By the end of year 4 children are expected to:

Year group	Transcription	Composition	Vocabulary, Grammar and Punctuation
Years 3 and 4	<p>use further prefixes and suffixes and understand how to add them</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Handwriting:</p> <p>Pupils should be taught to:</p> <p>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</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant;</p>	<p>plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to</p>	<p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>use the present perfect form of verbs in contrast to the past tense</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>use conjunctions, adverbs and prepositions to express time and cause</p> <p>use fronted adverbials</p> <p>learn the grammar for years 3 and 4</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand grammatical terminology accurately and appropriately when discussing their writing and reading.</p>

	<p>that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>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.</p>	
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