

Year 4 Writing

A/Grammar	B/Punctuation	C/Writing Process	D/Text Structure and Organisation	E/Writing Composition	F/ Spelling and Handwriting	G/	H/
A1. Use a wider range of subordination to create complex sentences expressing time, place and cause (e.g. <i>when, before, after, while, so, because</i>)	B1. Demarcate sentences accurately throughout, using capital letters, full stops, question marks and exclamation marks	C1. Use text models to support the planning of writing (structure, vocabulary, sentence construction)	D1. Organise paragraphs around a theme e.g. <i>use of topic sentence in non-narrative</i>	E1. Write for real purposes and audiences, making some appropriate choices about form	F1. Spell common words correctly, including exception words		
A2. Express time, place and cause using adverbs (then, next, soon, therefore, finally)	B2. Develop increasing accuracy in the use of inverted commas and other punctuation to indicate direct speech	C2. Continue to orally rehearse and draft writing, developing : <ul style="list-style-type: none"> A rich and varied vocabulary A wider range of sentence structures 	D2. In non-narrative, use a range of organisational devices e.g. <i>sub-headings</i>	E2. Demonstrate understanding of the main features of different forms of writing e.g. <i>stories contain appropriate character, setting and plot</i>	F2. Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and etymology (word list gives example) e.g. <i>un, dis, in, im, re, sub, inter, super, anti, auto, ation, ly, ous</i>		
A3. Express time, place and cause using prepositions and prepositional phrases (e.g. <i>before dark, during break, in the cave, because of Fred</i>)	B3. Use apostrophes to mark plural possession	C3. Evaluate the effectiveness of writing and suggest improvements	D3. Use a range of verb forms to develop shades of meaning e.g. <i>simple past/present, progressive and perfect forms</i>	E3. Write using rich and varied vocabulary appropriate to purpose and form	F3. Word endings – tion, sion, ssion, cian, sure, ture		
A4. Expand noun phrases by use of modification before the noun and prepositional phrases after the noun	B4. Use commas after fronted adverbials	C4. Proof read for spelling, accurate use of pronouns and punctuation accuracy. Use a dictionary to check spelling where appropriate	D4. Use pro-nouns and nouns within and across sentences to aid cohesion and to avoid repetition		F4. Homophones – see NC for examples		
A5. Use fronted adverbials to provide the reader with additional information					F5. Rare GPCs – see NC		
A6. Use Standard English verb inflections, instead of local dialect forms (<i>we were</i> instead of <i>we was</i> ; <i>I did</i> instead of <i>I done</i>)					F6. Use a/an correctly		
					F7. Use joined up writing consistently and independently		
					F8. Can spell words from statutory list		

