

English Writing

Year 4 Key Objectives

Transcription

Handwriting

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.*

Composition

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*

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

Vocabulary, Grammar and Punctuation

- 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.*