

#### **Year 4 Writing (Transcription) Meeting Expectations**

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example –ation, ous, ion, ian
- Recognise and spell additional homophones, for example – accept and except, whose and who's
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

#### **Year 4 Writing (Composition) Meeting Expectations**

- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials, for example, 'Later that day, I went shopping.'
- Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

#### **Year 4 Writing Securing Expectations**

- Prepared to carry out a little research to find words that are specific to the event being written about
- Check to see if there are any sentences that can be re-organised so as to give my writing a greater impact
- Consciously use short sentences to speed up action sequences
- Use dialogue and reactions from other characters to make my character interesting
- Recognise when a simile may generate more impact than a metaphor, and vice versa
- Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality
- Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about
- Know how to re-order sentences so that they create maximum effect
- Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural
- Use commas or ellipses in order to create greater clarity and effect in my writing