



## Year 4 Writing Expectations

### Grammar, Punctuation, Spelling, Handwriting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Grammar and Punctuation</b>	<p><b>Year 3 Re-cap Speech:</b> Spoken words go in between inverted commas.</p> <p>Spoken word starts with a capital letter.</p> <p>Appropriate punctuation before the closing of the inverted commas.</p> <p>Who said the words?</p> <p>New speaker, new line.</p> <p>Identify spoken words in a text.</p> <p>Identify verbs in a compound and complex sentence</p> <p>Identify nouns in a compound Sentence, adding prefix super, anti, auto.</p> <p>Identify the subject of a sentence; pronouns and proper nouns.</p> <p>Know that a main clause has a subject and a verb.</p>	<p>Revise co-ordinating conjunctions; <b>FANBOYS</b> and when to use them.</p> <p>Recognise and write compound sentences using all the co-ordinating conjunctions.</p> <p>Use a range of prepositions; <i>at, underneath, since, towards, beneath, beyond.</i></p> <p>Start a sentence with a prepositional phrase.</p> <p>Revise expanded noun phrases with 2 or more adjectives, using a comma</p> <p>Revisit what is a consonant, vowel?</p> <p>Consolidate <b>a and an.</b></p> <p>Subordinate Conjunctions – Subordinate clauses –</p>	<p>Use headings and subheadings to aid presentation.</p> <p>Recognise and write compound sentences using all the co-ordinating conjunctions.</p> <p>Express time, place and cause using adverbs and fronted adverbials.</p> <p>Fronted adverbials, followed by a comma.</p> <p>Ways to start a new sentence; beginning a sentence with a phrase, adverbs, simile or 'ed' word.</p> <p>Use paragraphs and organise paragraphs around a theme.</p> <p>Standard English verb inflections (was, were and did, done)</p> <p>Apostrophes to mark plural possession (eg)</p>	<p>Consolidate and secure speech in narrative.</p> <p>Revise expanded noun phrases. Expand noun phrases by adding modifying adjectives, nouns and prepositional phrases. (eg) the strict maths teacher with curly hair</p> <p>Choose a pronoun and noun for cohesion, avoiding repetition.</p> <p>Consolidate present perfect form of verbs (has/have)</p> <p>Subordinate Conjunctions – Subordinate clauses – when, until, because, although</p>	<p>Revise all subordinating conjunctions.</p> <p>Subordinate clause at the end of a sentence.</p> <p>Subordination at the beginning of a sentence, using 'ing' verb.</p> <p>Use a comma to demarcate subordinate clause.</p> <p>Use subordination in the form of an embedded clause with 'ing' verb. Place comma either side of the subordination.</p> <p><b>Revisit and review Gap analysis</b></p>	<p>Write narrative direct speech, using all skills, consistently.</p> <p>Consolidate and secure fronted adverbials, followed by a comma. (adverbials of frequency, possibility and manner).</p> <p>Consolidate and secure use of paragraphs.</p> <p>Start to vary sentence structure for effect.</p> <p><b>Revisit and review Gap analysis</b></p>

	<p>Revisit what is an adverbial. Write sentences using adverbs and adverbials to provide more information about the verb.</p> <p><b>Revisit and review Gap analysis</b></p>	<p>when, until, because, although</p> <p><b>Revisit and review Gap analysis</b></p>	<p>the girl's name, the girls' name.</p> <p><b>Revisit and review Gap analysis</b></p>	<p><b>Revisit and review Gap analysis</b></p>		
<b>Spelling</b>	<p>Week 1- aw spelt augh and au Week 2- Prefix in Week 3- Prefix im Week 4- prefix il Week 5- homophones and near homophones Week 6- shun endings spelt sion Week 7- REVIEW WEEK</p>	<p>Week 1- shuhn sound spelt sion Week 2- shuhn sound spelt ssion (if root ends in ss Week 3 – shuhn sound spelt tion Week 4- shuhn spelt cian Week 5- ough to make a long o, oo, or Week 6- Statutory challenge words Week 7- REVIEW WEEK</p>	<p>Week 1- homophones and near homophones Week 2- homophones and near homophones Week 3 – suffix ation Week 4- Suffix ation Week 5- prefix sub Week 6- Plural possessive apostrophes with plural words Week 7- REVIEW WEEK</p>	<p>Week 1- words with s spelt sc Week 2- words with soft c spelt ce Week 3 – words wit with soft c spelt ci Week 4 and 5 - Word families based on common words. Showing how words are related in meaning. Week 6- Statutory challenge words Week 7- REVIEW WEEK</p>	<p>Week 1- Prefix inter Week 2- Prefix anti Week 3 – Prefix auto Week 4- Prefix ex Week 5- Prefix non Week 6 – Words ending in ar or er Week 7- REVIEW WEEK</p>	<p>Week 1- Suffix ous Week 2- Suffix ous (no definite root word) Week 3- Suffix ous (words ending in y become I, our become or) Week 4 – Suffix ous (words ending in e (drop the e) Week 5- Adverbials of frequency and possibility Week 6- Adverbials of manner Week 7- REVIEW WEEK</p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Many children will arrive at year 4 already using a pen and confident with cursive script but below is an indication of what will be followed to consolidate skills.</li> <li>• Form capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>• cursive script; anti clockwise letters</li> </ul> <p>a, c, g, d, o, q</p> <ul style="list-style-type: none"> <li>• the vowels</li> </ul> <p>a, e, i, o, u</p>	<ul style="list-style-type: none"> <li>• tall letters</li> </ul> <p>b, d, f, h, k, l, t</p>	<ul style="list-style-type: none"> <li>• long letters</li> </ul> <p>f, g, j, p, q, y,</p>	<ul style="list-style-type: none"> <li>• lumpy letters</li> </ul> <p>h, m, n, r</p> <ul style="list-style-type: none"> <li>• All other letters</li> </ul>	<p>Writing is legible. Letters are gaining in consistency of size and formation.</p> <p>Capital letters are the correct size relative to lower case.</p>

	<ul style="list-style-type: none"><li>• Form lower-case letters in the correct direction</li></ul>				v, w, x, z	<p>Writing is usually spaced sufficiently so that ascenders and descenders do not meet.</p> <p>Appropriate letters are joined, according to the school's handwriting approach.</p> <p>Children are using cursive script and writing in pen.</p>
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