



## 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>Re-cap Year 3</b></p> <p>Questions What is a noun? What is a verb? What is an adjective?</p> <p>Identify verbs in a compound and complex sentence (consolidate a and an)</p> <p>Identify nouns in a compound Sentence.</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>Consolidate present perfect form of verbs (has/have)</p> <p><b>Revisit and review Gap analysis</b></p>	<p>Revise co-ordinating conjunctions; <i>for, nor, yet, so and when</i> 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>Use paragraphs and organise paragraphs around a theme.</p>	<p>Use headings and subheadings to aid presentation.</p> <p>Express time, place and cause using adverbs.</p> <p>Fronted adverbials, followed by a comma.</p> <p>Ways to start a new sentence; beginning a sentence with a phrase, ly adverbs, simile or 'ed' word.</p> <p>What is the difference between a preposition and an adverb?</p> <p><b>Revisit and review Gap analysis</b></p>	<p>Revise 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>Vary sentence structure for effect.</p> <p><b>Revisit and review Gap analysis</b></p>	<p>Revise expanded noun phrases. Expand noun phrases by adding modifying adjectives, nouns and prepositional phrases.</p> <p>Choose a pronoun and noun for cohesion, avoiding repetition.</p> <p>Consolidate and secure speech in narrative.</p> <p>Cohesive devices between paragraphs</p> <p><b>Revisit and review Gap analysis</b></p>	<p>Consolidate all year 4 learning</p> <p><b>Revisit and review Gap analysis</b></p>

		<b>Revisit and review Gap analysis</b>				
<b>Spelling</b>	<p>Week 1- aw spelt augh and au</p> <p>Week 2- Prefix in</p> <p>Week 3- Prefix im</p> <p>Week 4- prefix il</p> <p>Week 5- homophones and near homophones</p> <p>Week 6- shun endings spelt sion</p> <p>Week 7- REVIEW WEEK</p>	<p>Week 1- shuhn sound spelt sion</p> <p>Week 2- shuhn sound spelt ssion (if root ends in ss</p> <p>Week 3 – shuhn sound spelt tion</p> <p>Week 4- shuhn spelt cian</p> <p>Week 5- ough to make a long o, oo, or</p> <p>Week 6- Statutory challenge words</p> <p>Week 7- REVIEW WEEK</p>	<p>Week 1- homophones and near homophones</p> <p>Week 2- homophones and near homophones</p> <p>Week 3 – suffix ation</p> <p>Week 4- Suffix ation</p> <p>Week 5- prefix sub</p> <p>Week 6- Plural possessive apostrophes with plural words</p> <p>Week 7- REVIEW WEEK</p>	<p>Week 1- words with s spelt sc</p> <p>Week 2- words with soft c spelt ce</p> <p>Week 3 – words wit with soft c spelt ci</p> <p>Week 4 and 5 - Word families based on common words. Showing how words are related in meaning.</p> <p>Week 6- Statutory challenge words</p> <p>Week 7- REVIEW WEEK</p>	<p>Week 1- Prefix inter</p> <p>Week 2- Prefix anti</p> <p>Week 3 – Prefix auto</p> <p>Week 4- Prefix ex</p> <p>Week 5- Prefix non</p> <p>Week 6 – Words ending in ar or er</p> <p>Week 7- REVIEW WEEK</p>	<p>Week 1- Suffix ous</p> <p>Week 2- Suffix ous (no definite root word)</p> <p>Week 3- Suffix ous (words ending in y become l, our become or)</p> <p>Week 4 – Suffix ous (words ending in e (drop the e)</p> <p>Week 5- Adverbials of frequency and possibility</p> <p>Week 6- Adverbials of manner</p> <p>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>• Sit correctly at a table, holding a pen or pencil comfortably and correctly.</li> <li>• Form capital letters.</li> <li>• Form lower-case letters in the correct direction</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>v, w, x, z</p>	<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> <p>Writing is usually spaced sufficiently so that ascenders and descenders do not meet.</p>

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