

Composition		Transcription	
Vocabulary, grammar and punctuation (underlined statements MUST be met to achieve Expected)	Composition (underlined statements MUST be met to achieve Expected)	Spelling (12/16 of all statements MUST be met to achieve Expected)	Handwriting (underlined statements MUST be met to achieve Expected)
<ul style="list-style-type: none"> <li>Create <b>complex sentences</b> with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>Use <b>commas</b> to mark clauses in <b>complex sentences</b>.</li> <li>Create sentences with <b>fronted adverbials for when</b> e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>Create sentences with <b>fronted adverbials for where</b> e.g. <i>In the distance, a lone wolf howled.</i></li> <li>Use <b>commas after fronted adverbials</b>.</li> <li>Identify, select and use <b>determiners</b> including:               <ul style="list-style-type: none"> <li>- articles: <i>a/an, the</i></li> <li>- demonstratives: <i>this/that, these/those</i></li> <li>- possessives: <i>my/your/his/her/its/our/their</i></li> <li>- quantifiers: <i>some, any, no, many, much, every</i></li> </ul> </li> <li>Use <b>inverted commas</b> and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> <li>Identify, select and effectively use <b>pronouns</b>.</li> <li>Use <b>nouns</b> for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</li> <li>Explore, identify, collect and use <b>noun phrases</b> e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></li> <li>Explore, identify and use <b>Standard English verb inflections</b> for writing e.g. <i>We were</i> instead of <i>we was</i>, <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>, <i>She saw it</i> instead of <i>she seen it</i>.</li> <li>Use <b>apostrophes</b> for singular and plural possession e.g. <i>the dog's bone and the dogs' bones</i>.</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>Plan and write an opening paragraph which combines setting and character/s.</li> <li>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</li> <li>Generate and select from vocabulary banks e.g. <i>adverbial phrases, technical language, persuasive phrases, alliteration.</i></li> <li>Use different sentence structures (see VGP).</li> <li>Use paragraphs to organise writing in fiction and non-fiction texts.</li> <li>Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i></li> <li>Link ideas across paragraphs using <b>fronted adverbials</b> for when and where e.g. <i>Several hours later..., Back at home...</i></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> <li>Discuss and propose changes to own and others' writing with partners/small groups.</li> <li>Improve writing in light of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes, e.g. <i>in-, im-, ir-, sub-</i>,</li> <li>Use further prefixes, e.g. <i>inter-, super-, anti-, auto-</i>.</li> <li>Use further suffixes, e.g. <i>-ation, -tion, -ssion, -cian.</i></li> <li>Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure.</i></li> <li>Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure.</i></li> <li>Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i></li> <li>Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i></li> <li>Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. <i>chef, chalet, machine</i></li> <li>Identify and spell words ending with the /g/ sound spelt -gue, e.g. <i>tongue</i></li> <li>Identify and spell words ending with the /k/ sound spelt -que (French in origin), e.g. <i>tongue, antique.</i></li> <li>Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves.</i></li> <li>Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science, scene.</i></li> <li>Understand how diminutives are formed using e.g. suffix <i>-ette</i> and prefix <i>mini-</i>.</li> <li>Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate = pollinate</i> (verb).</li> <li>Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy).</li> <li>Spell words from the H.W Year 4 list (selected from the statutory Year 3/4 word list).</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>Use the first three letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Use a <b>joined style</b> throughout their independent writing.</li> <li>Write with consistency in size and proportion of letters, e.g. <i>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.</i></li> </ul>

## Hawksworth Wood Key Learning in Writing: Year 4

**Pupil Name:**

	<p><b>Performing</b></p> <ul style="list-style-type: none"><li>▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li></ul>	<ul style="list-style-type: none"><li>▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught.</li></ul>	
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