

## Year 4 Writing - From the National Curriculum

Spelling	B	B+	D	D+	S	S+	Handwriting	B	B+	D	D+	S	S+	Vocabulary, Punctuation and grammar	B	B+	D	D+	S	S+
1. Use the first 2 or 3 letters of a word to check its spelling in a dictionary							1. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined							1. Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher = the strict maths teacher with curly hair)						
2. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.							2. Increase the legibility, consistency and quality of their handwriting							2. Use standard English forms for verb inflections instead of local forms (e.g. we were instead of we was, I did instead of done)						
3. Add suffixes beginning with vowels letters to words of more than one syllable: -en, -er, -ed, -ing														3. understand the grammatical difference between plural and possessive s, and use appropriately.						
4. Add prefixes: il-, im-, ir- to words.							<b>Composition</b>	B	B+	D	D+	S	S+	4. Use conjunctions, adverbs and prepositions to express time and cause (yr 3)						
5. Spell words with the ei phoneme (ei, eigh, ey) (yr 3)							1. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar							5. Use fronted adverbials demarcated by commas.						
6. Spell words with the ending -ure, including -ture							2. Discuss and record ideas							6. Indicate possession by using the possessive apostrophe with singular and plural nouns						
7. Spell words ending with the sound zhun i.e. confusion, division							3. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)							7. Use the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.						
8. Recognise and spell homophones and near-homophones.							4. Use paragraphs to organise ideas around a theme.							8. Use and punctuate direct speech using inverted commas						
9. Spell words with endings that sound like 'shun': -tion, -cian, -sion, -ssion							5. In narratives, create settings, characters and plot							9. Punctuate direct speech using all appropriate punctuation correctly						
10. Use possessive apostrophes with plurals							6. In non-narrative material, use simple organisational devices							10. Express time, place and cause using conjunctions (e.g. when, before, while, after, so, because). (yr 3)						
11. Use possessive apostrophes with singular proper nouns							7. Assess the effectiveness of their own and others' writing and suggest improvements							11. Express time, place and cause using adverbs (e.g. then, next, soon, therefore). (yr 3)						
12. Add prefixes: anti-, inter-							8. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences							12. Express time, place and cause using prepositions (e.g. before, after, during, in, because of). (yr 3)						
13. Add prefixes: un-, dis-, in-, re- (yr 3)							9. Proofread for spelling and punctuation errors													
14. Add prefixes: sub-, super-, anti-, auto- (yr 3)							10. Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.							<b>49 Year 3 Objectives in total 9 Key Objectives</b>	B	B+	D	D+	S	S+
14. Use suffixes: -ation, -ous							11. Use headings and sub-headings to aid presentation.							The 6 divisions against each statement are an indication of the depth of pupil understanding, not the number of times observed!	22✓	43✓	67✓	86✓	110✓	130✓
15. Spell most words from the year 3/4 list accurately.													For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas.							inc ALL Key Obj with 6 ✓
16. Add suffix -ly and exceptions: changing y to i, le ending changed to ly, ic ending changed to -ally																				
18. Use appropriate strategies to support spelling.																				