



## Year 4

# National Curriculum Writing Objectives

### **Spelling**

- ★ use further prefixes and suffixes and understand how to add them (English Appendix 1)
- ★ spell further homophones
- ★ spell words that are often misspelt (English Appendix 1)
- ★ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ★ use the first two or three letters of a word to check its spelling in a dictionary
- ★ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### **Handwriting**

- ★ 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
- ★ increase the legibility, consistency and quality of their handwriting [for example, 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]

### **Composition**

- ★ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ★ discussing and recording ideas
- ★ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)-draft and write by organising paragraphs around a theme: in narratives, creating settings, characters and plot
- ★ assessing the effectiveness of their own and others' writing and suggesting improvements
- ★ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ★ proof-read for spelling and punctuation errors
- ★ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

- ★ can use interesting language to sustain and develop ideas
- ★ can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen
- ★ can select interesting strategies to move a story forward (characterisation, dialogue with audience, dialogue and negotiation within contexts)
- ★ can develop ideas in creative and interesting ways

### **Vocabulary, Punctuation and Grammar**

- ★ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ★ using the present perfect form of verbs in contrast to the past tense
- ★ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- ★ using conjunctions, adverbs and prepositions to express time and cause
- ★ using fronted adverbials
- ★ learning the grammar for years 3 and 4 in English Appendix 2
- ★ using commas after fronted adverbials
- ★ indicating possession by using the possessive apostrophe with plural nouns
- ★ using and punctuating direct speech
- ★ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
- ★ can use full stops, question marks and commas accurately
- ★ can use or attempt grammatically complex structures
- ★ can use tenses accurately and consistently throughout