

## Year 4 Writing – End of Year Expectations

<p><b>Transcription –</b> spelling quickly and accurately though knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.</p>	<ul style="list-style-type: none"> <li>• The pupil can use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• The pupil can spell most year 3 and year 4 words correctly</li> <li>• The pupil can apply a range of prefixes and suffixes e.g. il- (illegal), ir- (irregular), re-(refresh, sub- (subheading), -ation (information), -sure (treasure), -sion (invasion), -ous (dangerous), -sion (expression), -cian (musician)</li> <li>• The pupil can spell most year 3 and 4 homophones e.g. whether/weather, great/grate</li> </ul>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• The pupil can produce legible joined writing of a consistent size</li> </ul>
<p><b>Composition</b> – Articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.</p>	<ul style="list-style-type: none"> <li>• The pupil can plan by discussing similar writing to learn from its structure, vocabulary and grammar</li> <li>• The pupil can draft and write using a rich vocabulary and a range of sentence structures</li> <li>• The pupil can assess the effectiveness of their own and other’s writing, propose changes and proof read for spelling and punctuation errors</li> <li>• The pupil can use paragraphs to organise ideas appropriately</li> </ul>
<p><b>Vocabulary, punctuation and grammar</b></p>	<ul style="list-style-type: none"> <li>• The pupil can choose nouns or pronouns appropriately for clarity, to avoid repetition</li> <li>• The pupil can use the present perfect form of verbs in contrast to the past form e.g. we <i>were</i> not we <i>was</i> and I <i>did</i> instead of I <i>done</i></li> <li>• To add specific detail, time and cause the pupil can:             <ul style="list-style-type: none"> <li>○ use conjunctions (E.g. <i>when, if, although</i>),</li> <li>○ noun phrases (E.g. ‘the sky’ expands to ‘the <i>dark, gloomy</i> sky’)</li> <li>○ preposition phrases (E.g. the bird flew <i>over</i> the tree, the dog ran <i>until</i> he was tired)</li> <li>○ fronted adverbials (E.g. <i>Early in the morning</i>, I went to the zoo. <i>Over by the car</i>, the cat slept.)</li> </ul> </li> <li>• The pupil can use inverted commas to show direct speech (E.g. The cat smiled and said “<i>I love tuna.</i>”) and use possessive apostrophes to indicate possession (E.g. The man took the <i>dog’s</i> bone.)</li> </ul>