

English

Key Learning Indicators of Performance in Writing: Year 4



Composition		Transcription	
Vocabulary, Grammar and Punctuation	Composition	Spelling	Handwriting
<p>To know the following terminology determiner pronoun, possessive pronoun, adverbial</p> <p>-Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. -Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.</p> <p>- Use commas after fronted adverbials. -Identify, select and use determiners including:</p> <ul style="list-style-type: none"> articles: a/an, the possessives: my/your/his/her/its/our/their <p>-Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." - Identify, select and effectively use pronouns.</p> <p>-Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. - Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. - Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. - Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</p>	<p><u>Planning</u> - Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. - Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. - Discuss and record ideas for planning e.g. chunking the plot, storyboard, story mountain, flow charts to create a plan.</p> <p><u>Drafting and Writing</u> -Develop settings and characterisation using vocabulary to create humour, atmosphere, suspense. - Plan and write an opening paragraph which combines setting and character/s. - Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. -Generate and select from vocabulary banks e.g.adverbial phrases, technical language, persuasive phrases, alliteration, synonyms for said - Use paragraphs to organise writing in fiction and nonfiction texts. - Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists. - Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</p> <p><u>Evaluating and Editing</u> -Proofread to check for errors in spelling, grammar and punctuation in own and others work.</p> <p><u>Performing</u> - Use appropriate intonation, tone and volume to present their writing to a group and class.</p>	<p>-Use further prefixes, e.g. in-, il-, im-, ir-, inter-, anti-, -Use further suffixes, e.g. -ation, - tion, -ssion, -cian. - Spell words with endings sounding like /ʒə/ e.g.treasure, enclosure, pleasure. (-sure) -Spell words with endings sounding like or /tʃə/, e.g.creature, furniture, adventure. (-ture) -Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus. - Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. tongue, antique. - Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene. -Know the suffix -ation is added to verbs to form nouns. -Spell homophones/near homophones – peace/piece, main/mane, fair/fare, scene/seen, male/mail, bawl/ball, whether/weather, who's/whose, missed/mist, medal/meddle, team/teem, accept/except. - Explore and use the possessive apostrophe, e.g. boy's books (books belonging to a boy) and boys' books (books belonging to more than one boy). - Use the first 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. -Spell words from the Year 4 list (selected from the statutory Year 3 /4 word list) – see below.</p>	<p>- Use a joined style throughout their independent writing. - Write with consistency in size and proportion of letters, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>

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