



Key Skills in Writing Year 4

Composition		Transcription	
Vocabulary, Grammar & Punctuation	Composition	Spelling	Handwriting
<p>As Year 3 and:</p> <p>Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into pronouns. Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth. 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.action. Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Use commas to mark clauses in complex sentences. 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</p>	<p>As Year 3 and:</p> <p>Plan their writing by: Reading and analysing narrative, non-fiction and poetry in order to plan and write their own. Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. Discussing and recording ideas for planning e.g. story mountain, story map, text map, nonfiction bridge, story board, boxing-up text types to create a plan.</p> <p>Draft and write by: Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Planning and writing an opening paragraph which combines the introduction of a setting and character/s. Organising paragraphs in narrative and nonfiction. Linking ideas within paragraphs e.g. fronted adverbials for when and where. Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type.</p> <p>Evaluate and edit by: Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. Discussing and proposing changes with partners and in small groups. Improving writing in light of evaluation Perform own compositions for different audiences Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>As Year 3 and:</p> <p>Use further prefixes and suffixes and understand how to add them. Spell further homophones.</p> <p>Spell words that are often misspelt. Use the first three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Learn to spell new words correctly and have plenty of practice in spelling them. Understand how to place the apostrophe in words with irregular plurals (e.g. children's).</p> <p>Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology</p>	<p>As Year 3 and:</p> <p>Write with consistency in size and proportion of letters, e.g. 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.</p>

