

Year 4 Writing and Spoken Language Curriculum 2014 Name:			
Writing Transcription			
• Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, ous, ion, ian (See English Appendix 1 Year 3/4)			
• Recognise and spell additional homophones, for example – accept and except, whose and who’s			
• Use the first two or three letters of a word to check its spelling in a dictionary			
• Spell correctly word families based on common words, for example – solve, solution, solver			
• Spell identified commonly misspelt words from Year 3 and 4 word list			
• Use the diagonal and horizontal strokes that are needed to join letters			
• Understand which letters, when adjacent to one another, are best left unjoined			
• Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch			
Writing composition			
• Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary			
• Compose sentences using a wider range of structures, linked to the grammar objectives			
• Orally rehearse structured sentences or sequences of sentences			
• Write in paragraphs and begin to open each paragraph with topic sentencesKPI			
• Use headings and subheadings in non-fiction writing to aid presentation			
• Write a narrative with a clear structure, setting, characters and plotKPI			
• Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences			
• Use a range of sentences with more than one clause			
• Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetitionKPI			
• Suggest improvement to writing through assessing writing with peers and self assessment			
• Proof-read to check for errors in spelling and punctuation errorsKPI			
• progressively build a varied and rich vocabulary in written work			
Vocabulary, Grammar and Punctuation			
• Punctuate all sentences correctly with . ! ?			
• Use commas in complex sentences and after fronted adverbials e.g. Although it was raining, we still played outside			
• Place the possessive apostrophe accurately to mark singular and plural possession e.g. 'the girl's book' and 'the girls' book'			
• Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g a rock, an open box)			
• Use a range of sentences with more than one clause by using a wider range of subordinating and co-ordinating conjunctions			
• e.g. express time, place or cause using <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> , <i>if</i> . Use adverbs such as <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> and prepositions e.g <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> .			
• use the Standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead of 'we was' KPI			
• Use fronted adverbials e.g. later that day... with a comma after the first clauseKPI			
• Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'			
• Use inverted commas and other punctuation in direct speech, including a comma after the reporting clause; KPI			
• Know and use the terminology determiner pronoun, possessive pronoun, adverbial (English Appendix 2 Year 4)			
• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far KPI			
Spoken language			
• Ask questions to clarify or develop understanding			
• Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required			
• Show understanding of the main points and significant details in a discussion			
• Increasingly adapt what is said to meet the needs of the audience/listener			
• Vary the use and choice of vocabulary dependent on the audience and purpose			
• Show understanding of how and why language choices vary in different contexts			
• Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear			
• Justify answers with evidence			
• Understand when the context requires the use of Standard English			
• Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone			