



CASTLETOWN PRIMARY SCHOOL



Writing - Year 4

Children will work towards achieving the following in their writing:

Sentence structure and punctuation	Text structure and organisation	Vocabulary	Planning and Drafting	Evaluating and Editing
<ol style="list-style-type: none">1. Uses fronted adverbials including correct use of commas e.g. Later that day, I heard the bad news, and Many years ago Eric sailed to Greenland.2. Uses apostrophes to mark plural possession e.g. the girls' names, the boys' boots.3. Secure use of direct speech punctuation also punctuation within and surrounding inverted commas4. Develop the use of relative clauses beginning with who, which, where that.5. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	<ol style="list-style-type: none">1. Secure the use of paragraphs to organise ideas around a theme.2. Some attempt to link paragraphs together across a 2.Create settings, characters and plot which are developed across a whole narrative.3. Organise narrative into chapters, use structure: intro, build up, conflict, resolution.4. Use 1st and 3rd person appropriately and consistently throughout the text.5. Writing shows language and structural features of given text type/genre.6. Use a range of organisational devices e.g. <i>sub-headings, bullet points, text layout, possible inks to ICT, graphic organisers e.g. 'story mountain'</i>.7. Use rhetorical questions to lay emphasis on a point or act as a persuasive device.	<ol style="list-style-type: none">1. Vary vocabulary across fiction and non-fiction including technical vocabulary related to the subject.2. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.3. Select appropriate vocabulary to create settings, characters and plot.4. Effectively use conjunctions, adverbs and prepositions to express time and cause and place. <p>Note Appendix 1 N/C Spelling Expectations</p>	<ol style="list-style-type: none">1. Use reading experiences and understanding of structural organisers to help plan their writing in a genre/ text-type/mixed.2. Discusses/records ideas before writing.3. Composes/rehearses sentences orally specific to the genre/text-type.4. Plan with a clear purpose, audience and form.5. Enhance the effectiveness of what they write.	<ol style="list-style-type: none">1. Evaluate their own and others' writing against set criteria: planning purpose, text structure, language features of the genre/text-type.2. Make improvements related to aspects of Appendix 2 statutory requirements relating to the needs of the children.3. Proofread for spelling and punctuation errors (Years 3 and 4) Cross-reference to Word List for Y3/4 where appropriate.4. Read aloud their own writing, using appropriate intonation, tone and volume to make the meaning clear.