



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