

## Year 4 Writing Planning & Assessment Criteria

	Autumn 4.1	Spring 4.2	Summer 4.3
<b>Composition Grammar &amp; Punctuation Criteria:</b>	<p><b>Varied fronted adverbials followed by a comma.</b></p> <p><b>Use conjunctions, adverbs and prepositions to express time and cause.</b></p> <p><b>Paragraphs – compose and rehearse sentences within paragraphs orally, building varied and rich vocabulary</b></p> <p><b>Direct speech – new speaker on a new line</b></p>	<p><b>Noun phrases expanded by nouns and adjectives</b></p> <p><b>Varied choice of pronoun/noun for clarity, cohesion and to avoid repetition</b></p> <p><b>Apostrophes to mark plurals, including irregular plurals</b></p> <p><b>Use an extended range of sentence structures for effect</b></p>	<p><b>Direct speech, correctly punctuated</b></p> <p><b>Use a full range of sentences including sentences of 3 for action/description</b></p> <p><b>Use powerful speech verbs for said (e.g. whispered, murmured etc.)</b></p> <p><b>Assess the effectiveness of their own and others' writing suggesting improvements, proposing changes to grammar and vocabulary</b></p>
<b>Text Types:</b>	<b>Poetry, story, information texts and discussion texts.</b>	<b>Story, letters of explanation, poetry, and persuasive writing</b>	<b>Story, non-chronological reports, instructions and poetry</b>
<b>Toolkits:</b>	<b>Opening/Ending Toolkit</b> <b>Setting Toolkit</b> <b>Suspense Toolkit</b>	<b>Action Toolkit</b>  <b>Dialogue Toolkit</b>	<b>Character Description Toolkit</b>
<b>Explanation of desired outcomes for teachers use:</b>	<p>I think carefully about how to begin my sentences in a variety of ways using fronted adverbials e.g.  How: Gently, Quietly etc.  When: It was some time later...  Where: Over by the chair...</p> <p>I use a comma after a fronted adverbial (time/place/ly).</p> <p>I use conjunctions to express time and cause.</p> <p>I use adverbs to express time and cause.</p> <p>I use prepositions to express time and cause.</p>	<p>I can use noun phrases expanded by nouns and modifying adjectives in my writing.</p> <p>I vary my choice of noun/pronoun appropriately for clarity, cohesion and to avoid repetition.</p> <p>I can use an apostrophe to mark plural possession (e.g. girls') and with irregular plurals (e.g. children's).</p> <p>I can compose and used a varied range of sentence structures (coordination, subordination etc.)</p> <p>I proofread, edit and improve/make corrections to grammar and vocabulary choices (in particular</p>	<p>I can use direct speech in my writing and punctuate it correctly, including new speaker, new line.</p> <p>I can orally rehearse a sentence or sequence of sentences to develop a paragraph, progressively building a varied and rich vocabulary and increasing range of sentence structures.</p> <p>I can write sentences with more than one clause – think main clause/subordinate clause.</p> <p>I can write a sentence of 3 for action and description.</p> <p>I use powerful speech verbs for 'said'.</p>

	<p>I recognise when to begin/end a paragraph.</p> <p>I can orally rehearse a sentence or sequence of sentences to develop a paragraph, progressively.</p> <p>In non-narrative I can use simple organisational devices for example, headings and subheadings.</p> <p>I create setting, characters and plot in narratives.</p> <p>I write a narrative with a clear structure using paragraphs for: beginning (character/setting), build-up, dilemma, solution, and conclusion.</p> <p>I can proofread, edit and make corrections to grammar and vocabulary choices.</p> <p>I write direct speech on a new line for a new speaker.</p> <p>I can use the Opening/Ending Toolkit in my writing.</p> <p>I can use the Setting Toolkit in my writing.</p> <p>I can use the Suspense Toolkit in my writing.</p>	<p>expanding noun phrases with adjectives and varying choice of nouns/pronouns).</p> <p>I can use the action Toolkit in my writing.</p> <p>I can use the dialogue Toolkit in my writing.</p>	<p>I can assess the effectiveness of my own and others' writing suggesting improvements.</p> <p>I can proofread, edit and make corrections to grammar and vocabulary choices (in particular powerful speech verbs).</p> <p>I can read my writing out loud to a group or the whole class, using appropriate intonation and controlling the tone/volume so the meaning is clear.</p> <p>I can use the Character Toolkit in my writing.</p>
<b>Spelling Rules - see English Appendix 1 for rules and guidance</b>	<p>Rules for adding the suffix ly:</p> <p>Change y to an i and add ly – happily</p> <p>Change le to ly – gently</p> <p>Add ally to words ending in ic – basically</p> <p>Exceptions: truly, duly, wholly</p> <p>Words spelt with the ending 'sure' - measure, treasure, pleasure, enclosure.</p>	<p>The suffix –ous</p> <p>Sometimes root word obvious and usual rules apply: Poisonous, famous (chop off e), various (change y to i).</p> <p>Sometimes there is no obvious root word: Jealous, enormous</p> <p>Our is changed to or before adding ous e.g. humorous</p> <p>Final e kept if word has soft g e.g. courageous</p> <p>Usually 'l' before ous but sometimes 'e'</p> <p>Serious/hideous.</p> <p>Endings spelt: tion, sion, ssion, cian</p>	<p>Sound spelt 'ch' for 'k' sound: scheme, chorus, chemist, echo, character etc.</p> <p>Sound spelt 'ch' for 'sh': chef, chalet, machine, brochure etc.</p> <p>Words ending with 'g' sound spelt gue: league, tongue etc.</p>

	<p>Words spelt with the ending 'ture' - picture, nature, adventure, furniture etc.</p> <p>Words spelt with the ending 'sion' – television, decision, division, confusion, collision, invasion etc.</p> <p>Words ending with (t)ch with an 'er' ending e.g. teacher, catcher, richer, stretcher.</p>	<p>tion most common used when the root word ends with t/te ssion used if the root word ends in ss or mit sion used if the root word ends in d or se cian used if root word ends in c or cs.</p> <p><b>Possessive apostrophe with plural words including irregular.</b> The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in –s but is added if the plural does not end in –s as in an irregular plural e.g. children's</p>	<p>Words ending with 'k' sound spelt 'que': antique, unique etc.</p> <p>Words with 's' sound spelt sc: science scene, fascinate, discipline etc.</p> <p>Rare ways to spell long 'a': ei/eigh/or/ey (for example, eight, vein, they, obey, neighbour) etc.</p> <p>Homophones and near homophones: knot/not, mail/male, main/mane, meet/meat, medal/meddle, missed/mist, peace/piece, plain/plane, rain/reign/rein, scene/seen, weather/whether, whose/who's.</p>
<b>Spelling dictionary</b>	I can use the first 3 letters in a word to find it in a dictionary.	I can use the first 3 letters in a word to find it in a dictionary.	I can use the first 3 letters in a word to find it in a dictionary.
<b>Spelling common exception word list</b>	Accidentally, actually, believe, breathe, busy, business, calendar, centre, century, complete, consider, continue, describe, different, difficult, disappear, eight, eighth, exercise, experience, experiment, extreme (6)	favourite, February, forwards, grammar, imagine, increase, important, interest, knowledge, material, medicine, mention, minute, natural, naughty, occasionally, opposite, ordinary (6)	particular, peculiar, perhaps, popular, position, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, remember, sentence, separate, special, strength, suppose, surprise, therefore, through, although, woman, women. (6)
<b>Handwriting:</b>	<p>Met: I can use diagonal and horizontal strokes needed to join letters. I understand which letters should be left unjoined. My handwriting is legible and consistent, down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. (7)</p>		
<b>Key Vocabulary</b>	Adverbial Direct Speech	Noun/pronoun, adjective, adverb Plural Clause/subordinate clause	Preposition Direct Speech

If pupils have achieved the criteria for that term they are considered a '**Met**' pupil, they have achieved the National Standard for that term.

**Non-negotiables:**

- Forms all letters correctly.
- Use capital letters and full stops to demarcate sentences accurately.
- Use diagonal and horizontal strokes to join letters.
- Use ? ! and , in a list and for a clause.
- Uses apostrophe for possession, plural possession and in contractions.
- Use simple past/present tense and past progressive/present progressive tense consistently.
- Use present perfect form of the verb.
- Uses simple, compound, and complex sentences (coordinating/subordinating conjunctions).
- Sentence of 3 for action and description.
- Spells KS1 and most year 3 and 4 common exception words and applies spelling rules.
- Writes a coherent story using 5 paragraphs and coherent non-fiction text organised into paragraphs using headings/sub-headings.
- Punctuates direct speech correctly and uses new line correctly for a new speaker.
- Starts sentences with variety of fronted adverbials followed by a comma.
- Uses pronoun/noun to avoid repetition.
- Uses noun phrases.