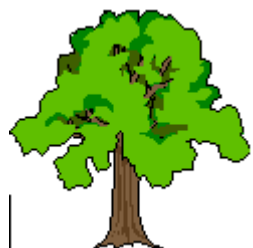


# Wombwell Park Street Primary School

## Age Related Expectations in Writing

### Year 4

Date and Text Type:	
Autumn	Use beyond the first letter of a word when using a dictionary to check spelling
	Spell words containing prefix and suffixes: auto -less -ment
	Spell words with zhuh spelt -sure, u spelled ou
	Expand noun phrases using modifying adjectives, nouns and prepositions e.g. the strict maths teachers with curly hair, the golden wings covered in jewels
	Use fronted adverbials, punctuated with a comma to express time, place and cause
	Use present perfect correctly
	Consolidate from Y3 the use of increasing range of sentence structures including simple, compound, complex.
	Adopt some simple form for the genre they are writing (e.g. organisational devices for a non-fiction text)
	Write narratives creating setting, character and plot.
	Proof read and edit for improvements linked to taught spelling, punctuation and grammar.
	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	Discuss and record ideas
	Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Spring	Leave b, g, j, p, q, s, y, z unjoined
	Confidently use a thesaurus to improve word choices.
	Spell words ending in ous and sion, s spelled sc, eigh, ei and ey
	Spell words containing prefixes: mis inter il
	Use homophones groan/grown main/mane reign/rein/rain peace/piece berry/bury
	Choose pronouns and nouns to aid cohesion and avoid repetition
	Choose and use adverbials to aid cohesion and link paragraphs/sentences.
	Use a comma if the reporting clause comes before the direct speech e.g. The conductor shouted, "Sit down!"
	Extend the range of sentences with more than one clause but using a wider range of conjunctions (when, before, after, while, so, if, therefore, because, although)
	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.
	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
	Read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear.
	Ensure that ascenders and descenders do not touch as lines of writing are sufficiently spaced
Summer	Spell words using the suffix ion and spelling pattern -gue
	Write sentences including words and punctuation taught so far.
	Use homophones heal/heel/he'll missed/mist whose/who's accept/except affect/effect
	Spell most Year 4 common exception words
	Use the possessive apostrophe accurately in words with regular plurals E.G girls' boys' and in words with irregular plurals e.g. children's.
	Use an increasing range of multi-clausal sentence structures, effectively using: conjunctions, adverbs and prepositions to express time, cause and place.



# Wombwell Park Street Primary School

## Age Related Expectations in Writing

### Year 4

	Use the full range of punctuation taught in KS1, Year 3 and Year 4: capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession, inverted commas, colons to introduce a list
	Use figurative language: similes, metaphor and alliteration
	Use Year 3 organisational devices; headings, subheadings and bullet points as well as captions, diagrams and labels.
	Structure work well and organise with a simple opening, closing and logically developed ideas.
	Begin to use language according to formality, (no contractions in formal writing)

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GDS	Spell mostly accurately all words, spelling patterns, prefixes/suffixes taught
	Accurately use all taught punctuation
	Select language appropriate to the purpose
	Draw on their experiences and what they have read, in their writing.