



The Year 4 Writer

Handwriting

By Year 4, we expect children to be doing all written work in handwriting pen. They should be joining every letter and writing with a developing speed and accuracy.

Grammar

This area of writing is of very high priority in school, it will therefore be expected that children arrive in Year 4 with a good understanding of spelling patterns and rules, a basic grammar vocabulary and a good understanding of how to use punctuation. The children will revise previously learnt skills then the following areas will be taught in Year 4:

- Extending the range of sentences with more than one clause by using a wider range of connectives e.g. when, if, because, although
- Choosing nouns or pronouns appropriately to make their writing clear and to avoid repetition e.g using 'he' or 'she' instead of a name.
- Using conjunctions, adverbs and prepositions to express time and cause e.g 'later that day', 'finally', 'this is because'
- Using fronted adverbials this is where the adverb begins the sentence.
- Discussing dialogue in narratives or characters' language in drama.
- Using commas after fronted adverbials e.g swiftly, the dog ran down the road.
- Indicating possession by using the possessive apostrophe e.g 'the cat's bowl' 'the singers' voices'.
- Using and punctuating direct speech " "

Spelling

In Year 4, it is expected that children already have a good knowledge of phonics and can use a range of different spelling strategies. They should be able to use dictionaries to look for a spelling or a meaning. In Year 4, children will be taught:

- To spell words with different prefixes e.g 'auto', 're', 'anti' and suffixes 'ly' 'ous'.
- Distinguishing between words which are commonly confused.

- To spell a range of homophones and near homophones e.g. 'accept / except.' 'groan / grown' The children will be tested on their spellings throughout the course of the year. The children are likely to be asked to learn to spell a range of the following National Curriculum words:

accident, advertise, approve, benefit,
behave, bicycle, breath, breathe,
building, calendar, certain, concentrate,
chocolate, congratulate, conscience,
continue, decorate, describe, dictionary,
difficult, discover, disturb, early, earn,
earth, educate, excite, experience,
experiment, explore, extreme, February,
grammar, guide, guard, half, heart,
immediate, improve, increase,
independent, injure, inquire, interest,
island, junior, knowledge, library,
material, medicine, mention, multiply,
murmur, nephew, occasion, often,
opposite, paragraph, particular,
peculiar, position, possess, produce,
professor, promise, property, prove,
punctuate, quality, quantity, quarrel,
quarter, recite, recover, register,
regular, reign, remember, sentence,
separate, sew, situate, strength,
sufficient, sure, surprise, surround,

Writing in different forms

The children will be assessed on their ability to apply their skills in different types of writing. Teachers will be asking the children to write in both fiction and non-fiction forms. They may be asked to write explanations, reports and instructions as well as writing stories, poems and play scripts. This writing will usually be linked to the children's topic. This will help put the writing in a meaningful context for them.

Writing is a particularly tricky skill because there are so many different aspects to pay attention to. The children need to make sure their writing is meaningful and has purpose; they need to check that it is correctly punctuated as well as paying attention to their handwriting and spelling!

When the children are asked to write for homework, please provide them with a quiet and comfortable space and encourage them to check their work carefully.