Writing End Points – Year 4

Component Knowledge

Y4: In addition to KS1 and Y3 knowledge:	
Pupils know that:	**Pupils know how to:**
• The relative pronouns *which, who or that* (whom, whose) can be used to form a clause that says something more about the noun (hence it is adjectival). A relative clause is a form of subordinate clause. • Some other subordinating conjunctions, in addition to *because, if, when,* are *so, that, while, since, though, although.* • When a list consists of phrases or clauses, the items should be separated by semi-colons. A colon can be used to introduce the list. • Adverbs can be used in a variety of places within sentences. They are mobile. In writing, the fronted adverbial is often most effective. • The order of clauses in a sentence can be chosen for effect. • To repeat the noun too often is unnecessary, hence the use of the pronoun. Overuse of pronouns can create ambiguity. • An apostrophe is used in a noun to mark possession (but not plurality). • A superlative denotes the highest degree or most quality. • A comparative compares one to another.	• Organise writing into at least 5 paragraphs. • Use the relative pronouns *which* or *who* to make an embedded clause complex sentence. Shorten the clause by removing the pronoun. • Use the following range of conjunctions; *if, so that, while, since, though, although, when, because.* • Include in a sentence a semi-colon separated list. • Use a colon to introduce a list or a topic. • Include *how, when, where, how often* adverbs/ adverbial phrases in a variety of positions within a sentence. • Use a variety of simple, compound and complex sentences, experimenting with clause order and effect. • Use superlatives and comparatives. • Use an appropriate balance of nouns to pronouns – avoid ambiguity. • Use apostrophe to mark possession.

Composite Knowledge

Letter formation / Handwriting

In addition to KS1 and Year 3 knowledge, children know how to:

- Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined.
- Continue to Increase the legibility, consistency and quality of handwriting, eg: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Transcription

- write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.

Planning, Drafting and Editing

In addition to KS1 and Year 3 knowledge, children know how to:

- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.
- proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using blue editing pens.

Audience, Purpose and Structure

In addition to KS1 and Year 3 knowledge, children know how to:

- write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices eg: text boxes, bullet points etc)
- write a range of narratives that are well- structured and well-paced.

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- create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.
- use dialogue to convey a character and to start to advance the action.

Sentence Structure (Including punctuation and grammar)

- maintain an accurate tense throughout a piece of writing.
- use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.
- use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.
- Use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.
- consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition.
- use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.
- consistently use apostrophes for singular and plural possession.
- to use a colon and semi colon for lists.

Terminology

Recognise and use the terms:

- Determiner
- Pronoun
- Possessive pronoun
- Adverbial

Phonic & Whole word spelling

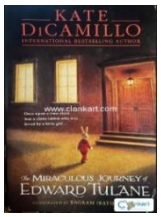
- spell further homophones
- spell words that are often misspelt (Appendix 1)

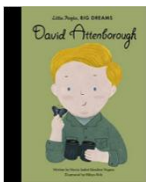
Other word building spelling

- use further prefixes and suffixes and understand how to add them
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- use the first 2 or 3 letters of a word to check its spelling in a dictionary

Contexts for writing (Genre & Purpose)

Autumn 1





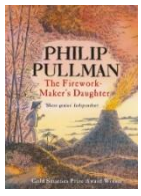
Genre

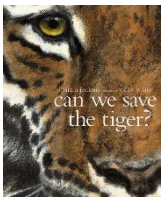
Writing to entertain: Setting Description

Writing to Inform: Recount (Biography)

Context

Spring 1





Genre

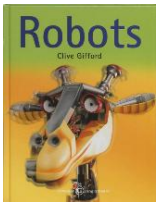
Writing to entertain: Quest Story

Writing to Persuade: Persuasive argument

Context

Summer 1





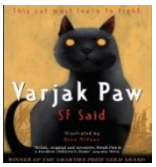
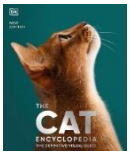
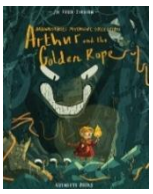
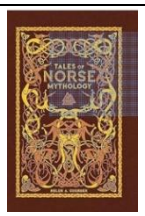
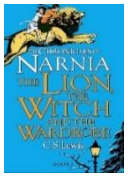
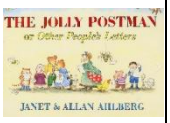
Genre

Writing to entertain: Overcoming a threat / monster

Writing to Inform: Recount (Diary)

Context

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The Miraculous Journey of Edward Tulane is a great choice for a Year 4 setting description unit because Edward travels through a range of contrasting places, giving children opportunities to explore rich vocabulary, sensory details and descriptive language to bring different settings to life. Little People, Big Dreams: David Attenborough is a great choice for recount writing because it presents key events from his life in a clear chronological order, helping children understand how to sequence events, include important details and write an engaging factual recount.	The Firework-Maker's Daughter is a great choice for a quest story unit because its exciting journey, challenges and magical setting provide a clear model of a quest structure, inspiring children to create their own characters, obstacles and adventures. Can We Save the Tiger? is a great choice for a persuasive argument unit because it explores the important issue of protecting endangered animals, giving children opportunities to develop opinions, consider different viewpoints and use reasons, evidence and persuasive language to support their arguments.	The Iron Man is a great choice for a Year 4 story unit because it provides an exciting example of an overcoming-the-monster story, with a clear monster, conflict and resolution, helping children explore story structure, character development and how a problem can be overcome. Robots by Clive Gifford is a great choice for a Year 4 diary unit because its engaging content gives children opportunities to explore thoughts, feelings and experiences, while developing their understanding of first-person writing and using details to create an interesting diary entry.
Autumn 2   **Genre** **Writing to entertain:** Character description / dialogue **Writing to inform:** Non-Chronological Report **Context** Varjak Paw is a great choice for a Year 4 character description unit because its memorable characters and engaging dialogue give children opportunities to explore appearance, personality, actions and feelings, while showing how dialogue can reveal a character's traits and relationships. The Cat Encyclopedia would be a great choice for a non-chronological report because it provides children with clear facts and information about cats, helping them learn how to organise information into sections, use headings and	**Spring 2**   **Genre** **Writing to entertain:** Myth / Legend **Writing to inform:** Non-Chronological report **Context** Arthur and the Golden Rope would be a great choice for a myth and legend story unit because its heroic character, magical setting and exciting quest provide a clear model for children's own myths, while linking to their previous learning about Anglo-Saxon myths, legends and storytelling traditions. Tales of Norse Mythology would be a great choice of novel study because it provides rich information about Norse gods, myths and beliefs, allowing children to organise facts into clear sections while building on	**Summer 2**   **Genre** **Writing to entertain:** Portal Story **Writing to Inform:** Letter **Context** The Lion, the Witch and the Wardrobe would be a great choice for a portal story because the characters enter a magical world through a wardrobe, providing a clear model of how a portal can transport characters into an exciting new setting and inspire children to create their own magical worlds and adventures. *The Jolly Postman* would be a great choice for a Year 4 letter-writing unit because it introduces children to a variety of letters and messages, helping them understand letter structure, purpose, audience and appropriate language while providing

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subheadings, and write in a clear, factual style.	their previous learning about the Vikings.	an engaging context for writing their own letters.