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. *Phil Riozzi © February 2022*

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.

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.
- 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.

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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 (Purpose)
➢ **Writing to entertain:** Setting description ➢ **Writing to entertain:** Character description ➢ **Writing to entertain:** Performance poem ➢ **Writing to entertain:** 5-part story ➢ **Writing to inform:** Diary entry ➢ **Writing to inform:** Explanation text ➢ **Writing to Inform:** Informal Letter ➢ **Writing to inform:** Non-Chronological report ➢ **Writing to inform:** Newspaper report ➢ **Writing to Inform:** Biography ➢ **Writing to Persuade:** Advertisement