

Year 4		ARE	Greater Depth
<p>Attitudes to writing: Pupils think aloud to explore and collect ideas. They draft and reread to check meaning and accuracy (spelling, punctuation) and are beginning to revise the structure of sentences for effect. To take ownership of their work.</p> <p>Terminology for pupils: determiner (articles eg the, a,an, demonstratives eg this, those, possessives eg my, your, quantifiers eg some, every), pronoun, possessive pronoun, adverbial</p>			
Spoken Language			
<p>Speaking</p> <p>Offer reasons and evidence for their views, considering alternative opinions</p> <p>Respond appropriately to the contributions of others in the light of differing viewpoints</p> <p>Tell stories effectively and convey detailed information coherently for listeners</p> <p>Use and reflect on some ground rules for sustaining talk and interactions</p> <p>Give well-structured descriptions and explanations</p>	<p>Listening</p> <p>Listen to a speaker, make notes on the talk</p> <p>Ask relevant questions to extend understanding and explore other avenues</p> <p>Identify how talk varies with age, familiarity, gender and purpose varies according to differences in the context and purpose of its use</p>		
Audience and purpose	<ul style="list-style-type: none"> -To understand that writing has a purpose -To know that the reader needs to have a clear picture of what the writer wants to say 	Writing is for a range of real purposes and audiences across the curriculum	
Text structure and organisation	<ul style="list-style-type: none"> -To organise pieces of writing identifying and naming headings and sub-headings. -To independently create suitable headings and sub-headings to match a piece of writing. -Use simple organizational devices for non-fiction 	Writing is logically organised using headings and outline plans	

	-Using paragraphs, in fiction and non-fiction, to group sentences around the same theme	Paragraphs are organised around a theme	Using the present perfect form of verbs in contrast to the past tense
Composition, planning and drafting	Discuss and record ideas Write a first draft and edit to improve Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Evaluate and edit writing by assessing the effectiveness of their own and others' writing and suggest improvements	Uses proof reading to focus on accuracy with spelling and punctuation.	Choosing nouns or pronouns appropriately for clarity and cohesion to avoid repetition. Use prepositions to express time and cause
Vocabulary, grammar and punctuation	Propose changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i> Use conjunctions, adverbs and prepositions to express time and cause Use fronted adverbials(e.g. <i>Later that day, I heard the bad news.</i>) Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with <i>singular and plural nouns</i> Use and correctly punctuate direct speech Use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Learn the following grammatical terms: <i>determiner, pronoun, possessive pronoun, adverbial</i>	Express time, place and cause using conjunctions, adverbs and prepositions -To use pronouns to replace a noun Use present perfect form of verbs ('have/had') Understand and accurately use the possessive apostrophe in writing. Use inverted commas to punctuate direct speech	Learn, use and understand the grammatical terminology for years 3 and 4 when discussing their writing and reading. Indicate grammatical and other features by using commas after fronted adverbials Is able to write from memory sentences, dictated by the teacher, that include punctuation included in the key stage 2 national curriculum

	Understand the grammatical difference between plural and possessive -s		
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Spelling	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>)</p> <p>Use a dictionary to confirm spellings</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Spelling of common polysyllabic words, including compound words is usually accurate.</p> <p>To know the rules for adding suffixes.</p> <p>Know the spelling rules and patterns as outlined in the National Curriculum (Year 3 appendix).</p>	<p>Morphological and etymological knowledge, and full range of spelling rules and patterns for Years 3&4 are accurately applied, including:</p> <p>accurate spelling of most prefixes and suffixes for Y3&4</p> <p>Place the possessive apostrophe accurately in words with regular</p>
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	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		<p>plurals and in words with irregular plurals</p> <p>Accurate spelling of most homophones and other words which are often confused</p> <p>Accurate spelling of most words that need to be specifically learnt, as listed in Years 3&4 word list</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Handwriting is joined and legible and shows a consistency in letter formation	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>



