

Forest View Primary School Writing Targets Overview

Year 4

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>Increase knowledge of prefixes and suffixes and understand how to add them to writing [mis, auto, inter, il, un, in, ir, ally, ous].</p> <p>Spell an increasing number of homophones [ball/bawl, peace/piece, weather/whether]. Spell words that are often misspelt [Y3/4 word list].</p> <p>Place the possessive apostrophe accurately in words with regular plurals [girls', boys'] and irregular plurals [children's].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<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, [by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letter].</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. -organising paragraphs around a theme. -creating different settings, characters and plot. -using simple organisational devices [headings and sub-headings]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others writing and suggesting improvements. -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -proof-reading for spelling and punctuation errors. <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions [when, if, because, although].</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Expand noun phrases by adding or modifying adjectives, nouns and preposition phrases [the teacher expanded to: the strict maths teacher with curly hair].</p> <p>Use fronted adverbials followed by a comma [Later that day, I heard the bad news.].</p> <p>Use and punctuate direct speech correctly in own writing [The conductor shouted "Sit down!"].</p> <p>Learn and understand some of the differences between Standard and Non-Standard English and begin to apply what they have learned [we were not we was, I did not I done]</p> <p>Use and understand the grammatical terminology in English Y4 accurately and appropriately when discussing their writing and reading [determiner, pronoun, possessive pronoun, adverbial].</p>