

## Term 4 – Writing instructions – Medium Term Plan

## Year 4

Word Structure	
Step 4	I can recognise and spell additional homophones. For example - accept and except, whose and who's.
Step 3	I can work with additional prefixes and suffixes and understand how to add them to root words. For example - 'ation', 'ous', 'ion', 'ian'.
Step 2	I can spell identified commonly misspelt words from the Year 3 and 4 word list.
Step 1	I can use the first two or three letters of a word to check its spelling in a dictionary.

Plan writing	
Step 4	I can annotate my plan with key language and words and phrases.
Step 3	I can choose a planning format appropriate for the text type.
Step 2	I can discuss and record ideas for writing.
Step 1	I can look at and discuss models of writing of the text type, purpose and audience to be written, noting: <ul style="list-style-type: none"> <li>• Structure</li> <li>• Grammatical features</li> <li>• Use of vocabulary</li> </ul>

Sentence Structure	
Step 4	I can use expanded noun phrases with modifying adjectives and prepositional phrases. (The strict teacher with curly hair)
Step 3	I can use fronted adverbials. (Later that day, I went shopping.)
Step 2	I can use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.
Step 1	I can use a range of sentences with more than one clause.

Handwriting	
Step 3	I can increase the legibility and quality of my handwriting by ensuring that: <ul style="list-style-type: none"> <li>• Downstrokes of letters are parallel and equidistant</li> <li>• Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>
Step 2	I can use the diagonal and horizontal strokes that are needed to join letters.
Step 1	I understand which letters, when adjacent to one another, are best left unjoined.

Punctuation	
Step 4	I can use commas after fronted adverbials.
Step 3	I can use apostrophes to mark plural possession.
Step 2	I can use other punctuation in direct speech, including a comma after the reporting clause.
Step 1	I can use inverted commas to punctuate direct speech.

Draft and write	
Step 7	I can write a non-narrative using organisational devices appropriate to the text type.
Step 6	I can write a narrative with a clear structure, setting, characters and plot.
Step 5	I can begin to open paragraphs with topic sentences.
Step 4	I can organise my writing in paragraphs with clear themes.
Step 3	I can make careful choices about vocabulary used.
Step 2	I can compose sentences using a range of structures linked to the grammar steps.
Step 1	I can orally rehearse structured sentences or sequences of sentences.

Evaluate and edit	
Step 4	I can make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g the accurate use of pronouns in sentences.
Step 3	I can suggest improvements to writing.
Step 2	I can assess writing with my peers.
Step 1	I can self-assess the effectiveness of my writing.