

Writing in Year 4

Text Types

- **To entertain:** Stories – historical settings; myths and legends; dramatic conventions; significant authors; older literature; Poetry- Andrew Fusek Peters; rap
- **To inform:** explanations; reports; instructions; adverts; persuasive text

Text Features

- Detailed description
- Using paragraphs to start to order time and sequence

Grammar and Sentences

I can use subordinating conjunctions to join clauses, including as openers e.g. *Although they have a fierce reputation, the Vikings weren't bad at all.*

I can extend sentences using a range of conjunctions, including *when, if, because, unless, so.*

I can use powerful verbs to add impact.

I can use rhetorical questions to engage the reader, e.g. *Do you want to have an amazing day out?*

I can use some 'wow' words that I haven't used before in my writing.

I can use the present perfect form of verbs in contrast to the past tense.

I can write in paragraphs

I can use expanded noun phrases to add detail and description, e.g. *...the dark gloomy cupboard under the stairs...*

I can use fronted adverbials confidently e.g. *Without a thought... After a moment...*

I can use subordinate clauses to add detail or context e.g. *Although Theseus was scared, he prepared to enter the maze.*

I can use appropriate nouns and pronouns within and across sentences to support the flow of writing and avoid repetition e.g. *They crept into Minos' great labyrinth. Inside the maze...*

I can use standard English forms for verb inflections.

Adverbials

Soon Meanwhile As...
The next day... Carefully Later...
Without a thought...

Conjunctions

while as until once when
if because whenever

Punctuation

I can use commas or ellipses to create greater effect and clarity.

I can use commas to separate adjectives in a list.

I can place possessive apostrophes accurately and in words with regular plurals e.g. *boys', girls'*

I can use commas after fronted adverbials e.g. *Later that day, I managed...* and to mark subordinate clauses e.g. *Although Theseus was scared, he prepared to enter the maze.*

I can use inverted commas accurately and punctuation within and before e.g. *Mum asked, "Will you be home for tea?"*

I can start to use dashes for emphasis.

I can use bullet points to list items.

Spelling

I can spell the commonly misspelt words in the Year 3/4 word list.

I can spell words with prefixes and suffixes and can add them to root words – e.g. *-ation, -ous, -ion and -ian.*

I can recognise and spell homophones (e.g. *except/accept, whose and who's, missed/mist*)

I understand how adding prefixes to a word can alter its meaning. e.g. *super-, anti-, auto-*.

Composition

I can talk about and plan my writing; writing down key words and ideas, using similar texts to understand.

I can organise paragraphs around a theme.

I can write using an increasing range of sentence structures, interesting word choices and description.

I can use simple organisational devices (e.g. headings and sub-headings)