

Writing- composition

Writing – spelling , punctuation and grammar

Pupils should be taught to:

1. plan their writing by:
  - 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
2. draft and write by:
  - 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
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
3. evaluate and edit by:
  - 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
4. proof-read for spelling and punctuation errors
5. 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.

**Year 4: Detail of content to be introduced (statutory requirement)**

<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive –s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded 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> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl’s name, the girls’ names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

Pupils should be taught to:

- develop their understanding of the concepts above by:
    - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
    - using the present perfect form of verbs in contrast to the past tense
    - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
    - using conjunctions, adverbs and prepositions to express time and cause
    - using fronted adverbials
    - learning the grammar for years 3 and 4 in English Appendix 2
  - indicate grammatical and other features by:
    - using commas after fronted adverbials
    - indicating possession by using the possessive apostrophe with plural nouns
    - using and punctuating direct speech
- use and understand the grammatical terminology above accurately and appropriately when discussing their writing and reading.