

Exceeding Expectations:

- Be prepared to carry out a little research to find words that are specific to the event being written about
- Check to see if there are any sentences that can be re-organised so as to give my writing a greater impact
- Consciously use short sentences to speed up action sequences
- Use dialogue and reactions from other characters to make my character interesting
- Recognise when a simile may generate more impact than a metaphor, and vice versa
- Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality
- Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters
- Know how to re-order sentences so that they create maximum effect
- Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural
- Use commas or ellipses in order to create greater clarity and effect in my writing



Lammack Primary School



End of
year
expectations

Year 4
Writing

This booklet has been produced as an aid to help you and your child with the skills that are required this year; these are the expectations for the end of year. In class, we will be working towards these goals throughout the year and would appreciate your help and support in doing this. These skills would be useful to refer to when supporting your child with their homework. Thank you.



Transcription: representation of language in written form (handwriting, spelling)

Composition: the mechanics of writing (language knowledge, organisation, grammar)

Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, ous, ion, ian
- Recognise and spell additional homophones, for example – accept and except, whose and who’s
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch



Expectations: Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of **pronouns** in sentences
- Use a range of sentences with more than one clause
- Use appropriate **nouns** or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials, for example, ‘Later that day, I went shopping.’
- Use expanded noun phrases with modifying **adjectives** and prepositional phrases, for example, ‘The strict teacher with curly hair’
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

Glossary

Noun– the name of a person, place or thing.

Pronoun– used instead of a noun eg; he, she or they.

Adjective– a word which describes a noun.

