



# Year Four *Writing Composition*

Knowledge, skills and understanding	Routines and resources
<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Share the reading of a range of texts in the chosen genre to gain familiarity with its features and structure.</li> <li>Engage in interactive discussion of texts; book talk; reminder of previous examples; cross curricular link texts.</li> <li>Draw out high quality vocabulary from shared texts.</li> <li>Build spoken language skills; speak in pairs and circles; verbal explanations e.g. how I made my model; verbal instructions; reading writing aloud; poetry.</li> <li>Use recording equipment to capture children’s oral contributions.</li> <li>Use a dictionary to check meaning of words during reading.</li> </ul>
<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>introduce the paragraph as a way to group related material; begin to organise information around a theme</li> <li>in narratives, develop understanding of ‘setting’, ‘character’ and ‘plot’ and begin to use in own writing</li> <li>in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings].</li> </ul>	<ul style="list-style-type: none"> <li>Model correct use of punctuation when writing sentences with children; shared and guided writing routines.</li> <li>Play Noisy Sentences and other sentence games; encourage children to hear the full stops as you read a familiar passage aloud. (Read twice. Listen first time. Pupils knock on the table when each sentence comes to an end.)</li> <li>Enjoy mini whiteboard work as a regular routine, creating and improving simple sentences; strengthen the noun; add an adjective; improve the verb; drop in a subordinate clause; add a subordinate clause etc.</li> <li>As a regular routine, model how to identify the main and subordinate clause.</li> <li>Play a spoken language game which requires pupils to change a sentence from the past tense to the present and vice versa. Add actions.</li> <li>Role-play giving commands e.g. lord / duchess / princess / mayor.</li> <li>Work in groups with a leader /chairperson, developing different characters within the group.</li> <li>Provide visual reminders through working walls, friezes and posters.</li> <li>Find and highlight direct speech. Use speech bubbles to indicate spoken words. Model.</li> <li>Make dictionaries and thesauruses available and model how to use them.</li> <li>Use word walls and key words; word logs; magpie (share) words with others.</li> </ul>
<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing, and suggesting improvements</li> <li>suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Use guided writing regularly as an opportunity to feedback specific information to children. Discuss next steps.</li> <li>Clarify the usage of a word within a sentence, particularly for those pupils who are new to the English language e.g. a round shape / a round of cards / singing a round / round and round</li> <li>Text mark: find all the pronouns etc.</li> </ul>



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<p>Proof-read for spelling and punctuation errors.</p>	<ul style="list-style-type: none"> <li>Model the proof-reading process during shared and guided writing.</li> </ul>
<p>Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> <li>Record examples on Talking Books or other IT devices.</li> <li>Ask pupils to read work aloud to an audience. Involve pupils in evaluation.</li> </ul>
<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts of grammar, punctuation and vocabulary (Appendix 2) by:</p> <ul style="list-style-type: none"> <li>using a wider range of conjunctions, including when, if, because, although</li> <li>choosing nouns or pronouns for clarity</li> <li>using conjunctions to express time and cause.</li> <li>Indicating possession by using the possessive apostrophe with both singular and plural nouns (Year 4. In Year 3, revise singular nouns and teach plural to pupils who are ready.)</li> <li>using and punctuating direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, grasp of sentence structure and knowledge of terminology.</li> <li>Expect independent use of <b>full stops</b> and <b>capital letters</b>.</li> <li>Provide and display sentence openers using various <b>connectives</b>.</li> <li>Become familiar with the term <b>word class</b>; choose nouns or <b>pronouns</b> appropriately for clarity <i>e.g. Jenny bought a Mars bar.</i></li> <li>During shared reading, point out that many words belong to more than one word class, depending upon their usage in the text.</li> <li>Identify <b>adjectives</b> in a text; words which tell you more about the noun; collect and classify adjectives (<i>e.g. shapes, sizes, colours, sounds etc</i>); consider the impact of the adjective during shared reading and writing.</li> <li>Practical activity: show and talk about 'Joanna's coat' or 'Daniel's pencil' to understand the meaning of possession, and to count the number of owners.</li> <li>Contractions activity: use paper/card/ sticky notes to show uncontracted and contracted words - kinaesthetic activity.</li> <li>Learn to recognise and spell <b>contractions</b>: <i>cannot, can't; will not, won't etc.</i></li> <li>Introduce the words '<b>omit; omission; possess; possession</b>' in readiness for teaching apostrophes.</li> <li>Practise and develop more confidence to use <b>speech marks</b> accurately to show <b>direct speech</b>. Mention that they have another name which is <b>inverted commas</b>. Find them in class texts or guided reading texts.</li> <li>Notice and collect irregular <b>verbs</b>, when working with a text.</li> </ul>
<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <ul style="list-style-type: none"> <li>Use the present perfect form of verbs instead of the simple past [<i>e.g. He has gone out to play rather than He went out to play.</i>]</li> </ul>	<ul style="list-style-type: none"> <li>Play card-matching games with verbs in the <b>present</b> and <b>past tense</b>: <i>come came; go went; shake shook; sing sang; buy bought; teach taught etc</i>; know that tense refers to time.</li> <li>Talk about commands <i>e.g. when reading and writing instructions</i>: these are also called <b>imperative verbs</b>. Explain with practical activities.</li> <li>Introduce an <b>adverb</b> which gives more information about the verb.</li> <li>Model use of <b>commas in lists, exclamation marks and question marks</b>.</li> <li>Introduce the word <b>preposition</b> to show the position of one thing in relation to another; play games to practise <i>e.g. put the red triangle in front of the blue cube.</i></li> </ul>



# Year Four *Writing Composition*

## Extending Year 4

Knowledge, skills and understanding	Routines and resources
<p><b>Pupils should be taught to:</b></p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Share the reading of a range of texts in the chosen genre to gain familiarity with its features and structure.</li> <li>Engage in interactive discussion of texts; book talk; reminder of previous examples; cross curricular link texts.</li> <li>Draw out high quality vocabulary from shared texts.</li> <li>Build spoken language skills; speak in pairs and circles; verbal explanations e.g. how I made my model; verbal instructions; reading writing aloud; poetry.</li> <li>Use recording equipment to capture children’s oral contributions.</li> <li>Use a dictionary to check meaning of words during reading.</li> </ul>
<p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>introduce the paragraph as a way to group related material; begin to organise information around a theme</li> <li>in narratives, develop understanding of ‘setting’, ‘character’ and ‘plot’ and begin to use in own writing</li> <li>in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings].</li> </ul>	<ul style="list-style-type: none"> <li>Model correct use of punctuation when writing sentences with children; shared and guided writing routines.</li> <li>Play Noisy Sentences and other sentence games; encourage children to hear the full stops as you read a familiar passage aloud. (Read twice. Listen first time. Pupils knock on the table when each sentence comes to an end.)</li> <li>Enjoy mini whiteboard work as a regular routine, creating and improving simple sentences; strengthen the noun; add an adjective; improve the verb; drop in a subordinate clause; add a subordinate clause etc.</li> <li>As a regular routine, model how to identify the main and subordinate clause.</li> <li>Play a spoken language game which requires pupils to change a sentence from the past tense to the present and vice versa. Add actions.</li> <li>Role-play giving commands e.g. lord / duchess / princess / mayor.</li> <li>Work in groups with a leader /chairperson, developing different characters within the group.</li> <li>Find and highlight direct speech. Use speech bubbles to indicate spoken words. Model.</li> <li>Make dictionaries and thesauruses available and model how to use them.</li> <li>Use word walls and key words; word logs; magpie (share) words with others.</li> </ul>



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<p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing, and suggesting improvements</li> <li>suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Use guided writing regularly as an opportunity to feedback specific information to children. Discuss next steps.</li> <li>Clarify the usage of a word within a sentence, particularly for those pupils who are new to the English language e.g. a round shape / a round of cards / singing a round / round and round</li> <li>Text mark: find all the pronouns etc.</li> </ul>
<p><b>Proof-read for spelling and punctuation errors.</b></p> <p>Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> <li>Model the proof-reading process during shared and guided writing.</li> <li>Record examples on Talking Books or other IT devices.</li> <li>Ask pupils to read work aloud to an audience. Involve pupils in evaluation.</li> </ul>
<p><b>Pupils should be taught to:</b></p> <p>develop their understanding of the concepts of grammar, punctuation and vocabulary (Appendix 2) by:</p> <ul style="list-style-type: none"> <li>using a wider range of conjunctions, including when, if, because, although</li> <li>choosing nouns or pronouns for clarity</li> <li>using conjunctions to express time and cause.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, grasp of sentence structure and knowledge of terminology.</li> <li>Expect independent use of <b>full stops</b> and <b>capital letters</b>.</li> </ul>
<p><b>Indicate grammatical features by:</b></p> <ul style="list-style-type: none"> <li>indicating possession by using the possessive apostrophe with both singular and plural nouns (Year 4. In Year 3, revise singular nouns and teach plural to pupils who are ready.)</li> </ul>	<ul style="list-style-type: none"> <li>Provide and display sentence openers using various <b>connectives</b>.</li> <li>Become familiar with the term <b>word class</b>; choose nouns or <b>pronouns</b> appropriately for clarity e.g. <i>Jenny bought a Mars bar</i>.</li> <li>During shared reading, point out that many words belong to more than one word class, depending upon their usage in the text.</li> <li>Identify <b>adjectives</b> in a text; words which tell you more about the noun; collect and classify adjectives (e.g. shapes, sizes, colours, sounds etc); consider the impact of the adjective during shared reading and writing.</li> <li>Practical activity: show and talk about 'Joanna's coat' or 'Daniel's pencil' to understand the meaning of possession, and to count the number of owners.</li> </ul>



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<ul style="list-style-type: none"><li>• using and punctuating direct speech.</li></ul>	<ul style="list-style-type: none"><li>• Contractions activity: use paper/card/ sticky notes to show uncontracted and contracted words - kinaesthetic activity.</li><li>• Learn to recognise and spell <b>contractions</b>: <i>cannot, can't; will not, won't etc.</i></li><li>• Introduce the words 'omit; omission; possess; possession' in readiness for teaching apostrophes.</li><li>• Practise and develop more confidence to use <b>speech marks</b> accurately to show <b>direct speech</b>. Mention that they have another name which is <b>inverted commas</b>. Find them in class texts or guided reading texts.</li></ul>
<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <ul style="list-style-type: none"><li>• Use the present perfect form of verbs instead of the simple past [e.g. <i>He has gone out to play</i> rather than <i>He went out to play</i>.</li></ul>	<ul style="list-style-type: none"><li>• Notice and collect irregular <b>verbs</b>, when working with a text.</li><li>• Play card-matching games with verbs in the <b>present</b> and <b>past tense</b>: <i>come came; go went; shake shook; sing sang; buy bought; teach taught etc</i>; know that tense refers to time.</li><li>• Talk about commands e.g. when reading and writing instructions: these are also called <b>imperative verbs</b>. Explain with practical activities.</li><li>• Introduce an <b>adverb</b> which gives more information about the verb.</li><li>• Model use of <b>commas in lists, exclamation marks and question marks</b>.</li><li>• Introduce the word <b>preposition</b> to show the position of one thing in relation to another; play games to practise e.g. put the red triangle in front of the blue cube.</li></ul>