

Year 4: Writing

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Key Performance Indicator	Performance standard
<ul style="list-style-type: none"> • Transcription Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>Handwriting</p> <ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting e.g. is able to maintain fluency of writing and has sufficient stamina for typical written tasks <p>Composition: Composition and Effect</p> <ul style="list-style-type: none"> • In narratives, creates settings, characters and plot <p>Composition: Text Structure and Organisation</p> <ul style="list-style-type: none"> • Organises paragraphs around a theme <p>Composition: Sentence Structure</p> <ul style="list-style-type: none"> • Draft and writes by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • Proof-reads for spelling and punctuation errors • Uses standard English forms for verb inflections instead of local spoken forms • Uses fronted adverbials • Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition • Uses inverted commas and other punctuation to indicate direct speech 	<p>With reference to the KPIs</p> <p>By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate.</p> <p>A child can:</p> <ul style="list-style-type: none"> • spell most words taught so far accurately and be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English; • place the apostrophe in words with regular plurals (eg girls', boys') and in words with irregular plurals (eg children's); • use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum document, and be able to apply them correctly to examples of real language such as their own writing; • recognise some of the differences between standard English and non-standard English; • use joined-up handwriting throughout all independent writing; • write for a range of real purposes and audiences as part of the work across the curriculum. These purposes and audiences should underpin decisions about the form the writing should take such as a narrative, an explanation or a description; and • adopt, create and sustain a range of roles. <p>A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops.</p>