



Leagrave Primary School

Year 4 EEE

Subject: Writing

Leagrave Primary School

STRIVING FOR EXCELLENCE, LEARNING FOR LIFE

Yr 4	Emerging	Expected	Exceeding
Spelling	Use the prefixes un-, dis-, mis-, re-, pre-	Use the prefixes in-, im-, il-, ir-, sub-	Spell word endings which sound like "shush" spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious
	Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited	Understand and add suffixes -ation, -ous	Spell word endings which sound like "shil" spelt -cial or -tial e.g. official, partial
	Use the suffix -ly	Add endings which sound like "shun" spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician	Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance
	Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane	Spell words ending with the "g" sound spelt "gue" and the "k" sound spelt -que e.g. rogue, tongue, antique, unique	Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly
	Spell words that are often misspelt English Appendix 1	Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's	Spell words containing the letter-string "ough" e.g. bought, rough, through, bough
	Spell words containing the "i" sound spelt "y" elsewhere than at the end of words e.g. myth, gym	Spell more complex words that are often misspelt from English appendix 1	Spell some words with "silent" letters e.g. knight, psalm, solemn
	Spell words containing the "u" sound spelt "ou" e.g. young, touch, double	Spell words with the "s" sounds spelt "sc" e.g. science, scene	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English Appendix 1
	Spell words with the "ay" sound spelt "ei", "eigh" or "ey" e.g. eight, they	Spell words with endings sounding like "zh" and "ch" e.g. treasure, measure, picture, nature	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
	Use the first two or three letters of a word to check its spelling in a dictionary	Spell words with endings which sound like "zhun" e.g. division, decision	Use a thesaurus
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Spell words with the "k" sound spelt "ch" e.g. scheme, school, echo	
		Spell words with the "sh" sound spelt "ch" e.g. chef, machine	
	Handwriting	Form lower-case letters of the correct size relative to one another	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined		Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters			
Use spacing between words that reflects the size of the letters			
Composition	Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary	Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar	Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own
	Plan his/her writing by discussing and recording ideas within a given structure	Plan his/her writing by discussing and recording ideas	Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary
	Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from English Appendix 2	Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)	Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed

	Draft and write by organising writing into paragraphs as a way of grouping related material	Draft and write by organising paragraphs around a theme	Draft and write by selecting appropriate grammar and vocabulary, including that within English appendix 2
	Draft and write in narratives, creating settings, characters and plot	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose	Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character
	Draft and write non-narrative material, using headings and sub-headings to organise texts	Draft and write non-narrative material, using simple organisational devices	Draft and write by précising longer passages
	Evaluate and edit by assessing the effectiveness of his/her own writing	Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements	Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly
	Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials	Draft and write by linking ideas across paragraphs using adverbials of time e.g. later; place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
	Proof-read for spelling errors and for punctuation- including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech	Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials	Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
	Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Evaluate and edit by assessing the effectiveness of his/her own and others' writing
			Proof-read for spelling errors linked to spelling statements for year 5
			Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity
			Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary, Punctuation and Grammar	Form nouns using a range of prefixes e.g. super-, anti-, auto-	Understands the grammatical difference between plural and possessive -s	Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify
	Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box	Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done	Understand verb prefixes e.g. dis-, de-, mis-, over- and re-
	Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
	Express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore or prepositions e.g. before, after, during, in, because of	Use fronted adverbials e.g. Later that day, I heard the bad news.	Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must
	Begin to use paragraphs as a way to group related material	Use paragraphs to organise ideas around a theme	Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly
	Use headings and sub-headings to aid presentation	Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Link ideas across paragraphs using adverbials of time e.g. later; place e.g. nearby and number e.g. secondly or tense choices e.g. He had seen her before
	Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play	Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!'	Use brackets, dashes or commas to indicate parenthesis
	Begin to use inverted commas to punctuate direct speech	Use apostrophes to mark plural possession e.g. the girl's name, the girls' names	Use commas to clarify meaning or avoid ambiguity
	Understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter vowel, vowel letter. Inverted commas (or "speech marks").	Use commas after fronted adverbials	Understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity
		Understand the following terminology: Determiner. Pronoun, possessive pronoun. Adverbial	