

Year 4 writing

Adapting writing for purpose, audience, form, effect			
Related reading provision		Composition	
<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (including fairy stories, myths and legends)</p> <p>read books with different structures</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence; predicting what might happen from details stated and implied.</p> <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discuss words and phrases that capture the reader's interest and imagination</p> <p>Identify themes and conventions</p>		<p>Write for real (and realistic) audiences and purposes in a variety of genre (including poetry)</p> <p>School range linked to reading and curriculum:</p>	
		<p>Write narratives: settings, characters and plot</p> <p>School range linked to reading and curriculum:</p>	
		<p>Writing behaviours: ideas, planning, experimentation in composition, review</p>	
		Generating ideas	Planning
Role play, oral retelling, presentation, performance (selecting oral registers according to context)	Begin to use writing for thinking and to experiment with new ideas and new language structures	Monitor and re-read for accuracy and for sense	Proof read for targeted spelling and punctuation rules
Discuss and comment on reading (and language) to deepen understanding and inform writing	Record ideas to support sustained composition (range of graphic organisers to support structure)	Re-read own and others' writing to improve it for the reader	Assess the most effective aspects of writing and agree on next steps
Speculate, hypothesise, imagine, explore, giving reasons for views: explore the language of feelings and offer reasons	Begin to set goals: intent, purpose, reader response, effect	Be prepared to make changes as writing emerges	Re-read own writing aloud with comprehension

Year 4	Transcription skills			Composition choices		
	handwriting	orthography	spelling	Word choice	Sentence structure	Text structure
Secure from year 2?	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	End stop punctuation and capitalisation Commas in lists Apostrophe for contraction	Common exception words ing/ed verb inflections	Noun phrase	When, if, that, because, And, or, but, so	Use pronouns for cohesion across sentences
	Joined writing is more fluent	Inverted commas for direct speech	Improve GPC choices for long vowel sounds, using analogy, word families, common letter strings (visual and muscle memory) and 'best guess' reasoning to secure standard spelling	Experiment with new vocabulary to test out understanding and be selective – linking choice to effect	Extend range of sentences with more than one clause	Organise paragraphs to plan for topic development or secure story structure
		a/an	Word roots and word families	Expand noun phrases with determiners and prepositional phrases e.g. Those books on the shelf, That girl with the beaming smile	Express time, place and cause through: <ul style="list-style-type: none"> • Adverbials • prepositional phrases • Conjunctions: when, if, because, although 	Using simple organisational devices like headings and sub-headings
		Secure difference between plural and possessive 's'	Apply rules to add a suffix to root word with more consistency		Use present perfect	
		Secure possessive apostrophe	Adding prefixes			

CLPE writing scale reference:

Children in years 3-4 are likely to be working across the stages of moderately fluent and fluent writer. Do not feel restricted to move backwards or forwards if writers are working towards or beyond these territories of skills and behaviours. The scales were designed to support **FORMATIVE** assessment, supporting teachers with next steps and with design of provision, not to make summative judgements.