

# Year 4 Writing Programmes of Study

## Purpose of Study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## Subject Content:

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, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

<b>Sequential Learning:</b>	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory. Pupils should be assessed against the 'basics' (pre year group) to ensure these are secured before working through the PoS.
<b>Current Knowledge &amp; Skills</b>	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points. In writing, pupils apply their knowledge and skills with growing awareness of their intended audience and purpose and with growing deliberate choice of the knowledge and skills they employ to meet the needs of the intended reader.
<b>End Point of Unit</b>	The collection of independent writing is assessed formally 3 times a year to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding. Teachers will update their assessments throughout the year to inform planning.

## Year 4 WRITING

*Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of audiences and purposes.*

### VOCABULARY, GRAMMAR AND PUNCTUATION

*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, their grasp of sentence structure and their knowledge of linguistic terminology.*

*Pupils should use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.*

*Pupils' learning focuses around how to write effectively for a broad range of audiences and purposes.*

#### Skill and Knowledge Content Development

**How they will show and apply their new knowledge and skills**

#### ***I will know how to write with accurate grammar and punctuation***

- apostrophes to mark plural possession [*for example, the girl's name, the girls' names*]
- inverted commas and other punctuation to indicate direct speech [*for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"*]
- fronted adverbials to open sentences [*for example, Later that day, I heard the bad news.*]
- commas after fronted adverbials
- 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*)
- Standard English forms for verb inflections instead of local spoken forms [*for example, we were instead of we was, or I did instead of I done*]

#### ***I will know how to explore the meaning of words:***

- The grammatical difference between plural and possessive –s

#### **Vocabulary:**

- determiner pronoun, possessive pronoun, adverbial

#### End Point of Unit

**Assessment of learning at end point**

**Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.**

- use grammar and punctuation to match writing to purpose and audience in an increasing range of contexts and with increasing levels of demand
- use fronted adverbials and use commas after fronted adverbials
- indicate possession by using the possessive apostrophe with plural nouns
- 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 and fully punctuate direct speech [*eg, comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"*]

## WRITING COMPOSITION

*Teaching pupils to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence.*

*Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech.*

*Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.*

*Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.*

*Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.*

***Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of texts of increasing complexity.***

*Pupils' learning focuses around how to write effectively for a broad range of audiences and purposes.*

### Skill and Knowledge Content Development

How they will show and apply their new knowledge and skills

### End Point of Unit

Assessment of learning at end point

***I will know how to structure my writing to write cohesively:***

**Planning:**

- discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas
- select the appropriate form for audience and purpose using conventions of text including structure, vocabulary and grammar
- **narrative:** use themes identified in reading as models for their own stories
- choose organisational devices to support the intended reader for the intended purpose [*for example, headings and sub-headings*]
- compose and rehearse a variety of sentence structures orally before writing (including dialogue)

**Text organisation:**

- grouping related material into paragraphs
- paragraphs organise ideas around a theme and show the speaker
- organisational devices such as headings and sub-headings to support the reader's understanding
- cohesion through appropriate choice of pronoun or noun within and across sentences also supports avoiding repetition

***I will know how to make deliberate choices for my intended audience and purpose:***

- adapted for intended audience and purpose - using conventions of text including structure, vocab and grammar (*eg greeting in letters, a diary written in the first person or the use of presentational devices eg numbering and headings in instructions*)
  - to entertain (*eg narrative descriptions, poetry, characters/settings*)
    - Direct speech

**Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.**

- select the appropriate form for audience and purpose
- plan writing: use a range of real texts to plan writing for the intended audience and purpose using conventions of text including structure, vocab and grammar (*eg greeting in letters, a diary written in the first person or the use of presentational devices eg numbering and headings in instructions*)
- plan writing: compose and rehearse a variety of sentence structures orally before writing (including dialogue)
- use a varied, rich and precise vocabulary, appropriate to the text written (*eg technical and precise language, precise description - or deliberately vague description for purpose*)
- use a range of sentence structures (*including fronted adverbials, and expanded noun phrases*) for clarity, cohesion and to avoid repetition
- choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition

<ul style="list-style-type: none"> <li>■ Settings and characters</li> <li>■ Plots based on familiar themes</li> <li>■ Language to develop familiar themes</li> <li>■ Powerful language linked to the senses</li> </ul> <ul style="list-style-type: none"> <li>○ to inform (eg explanation, recount, letter, biography, newspaper article)</li> <li>○ to persuade (eg advertising, letter, speech, poster)</li> <li>○ poetry - a range of forms (eg narrative poems, free verse based on themes or issues studied, old English language, onomatopoeia, cinquain; personification, onomatopoeia, alliteration - language chosen for the sound of the words as well as the imagery)</li> </ul> <ul style="list-style-type: none"> <li>● varied and rich and precise vocabulary, appropriate to the text written (eg technical and precise language, precise description - or deliberately vague description for purpose)</li> <li>● use a range of sentence structures (including fronted adverbials, expanded noun phrases, conjunctions and prepositions) for clarity, cohesion and to avoid repetition</li> <li>● understand some of the differences between Standard English and non-Standard English and apply these to writing [for example, in writing dialogue for characters].</li> </ul> <p><b>I will know how to effectively edit and improve my writing:</b></p> <ul style="list-style-type: none"> <li>● proof-read for spelling, punctuation and grammatical errors (including consistency and appropriateness of tense; subject/verb agreement - singular and plural; appropriate register)</li> <li>● propose and make effective changes to improve consistency, clarity and cohesion and to avoid repetition (structure, language and vocabulary - precision of vocabulary choices, punctuation and grammatical structures eg pronoun/nouns, sentence variation)</li> </ul>	<ul style="list-style-type: none"> <li>● apply some of the differences between Standard English and non-Standard English to writing [eg, in writing dialogue for characters]</li> </ul>
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**SPELLING**

*Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. They should be supported in understanding and applying the concepts of word structure. They will need sufficient knowledge of spelling in order to use dictionaries.*

*Pupils should learn to spell new words correctly and have plenty of practice in spelling them. Pupils should write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.*

<p><b>Sounds Write LTP Yr 4 Knowledge Content</b></p> <ul style="list-style-type: none"> <li>● A sound can be represented by more than one spelling and a spelling can represent more than one sound</li> <li>● The most common spellings which represent the target sounds and the most common sounds represented by the target spelling</li> </ul> <p><b>I will know how to spell accurately:</b></p> <ul style="list-style-type: none"> <li>● spell most of the Year 3 and Year 4 wordlist accurately</li> <li>● use prefixes and suffixes and understand how to add them</li> </ul>	<p><b>Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.</b></p> <ul style="list-style-type: none"> <li>● spell most of the Year 3 and Year 4 wordlist accurately</li> <li>● spell some words from the year 5 / year 6 spelling list accurately</li> </ul>
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<ul style="list-style-type: none"> <li>● spell common homophones accurately</li> <li>● place the possessive apostrophe accurately in words with regular plurals [<i>for example, girls', boys'</i>] and in words with irregular plurals [<i>for example, children's</i>]</li> <li>● use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>● spell common homophones accurately</li> <li>● place the possessive apostrophe accurately in words with regular plurals [eg, girls', boys'] and in words with irregular plurals [eg, children's]</li> </ul>
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**HANDWRITING**

*Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.  
Pupils should be using joined handwriting throughout their independent writing.  
Handwriting should continue to be directly taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.*

***I will know how to write with fluent handwriting***

- write legibly, fluently and with increasing speed
- write neatly with accurate formation of all letters and joins and consistency of shape and size [*eg, consistency of diagonal and horizontal strokes that are needed to join letters, 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*]
- choose which shape of a letter to use when given choices and deciding whether or not to join specific letters

**Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.**

- write legibly, fluently and with increasing speed
- ensure that the downstrokes of letters are parallel and equidistant
- write neatly with accurate formation of all letters and joins and consistency of shape and size

**SPEAKING AND LISTENING**

*Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils' should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with artistic practice of drama.*

***I will know how to speak with confidence***

- use discussion in order to learn
- elaborate and explain clearly understanding and ideas
- be competent in the arts of speaking and listening, adapting language and structure to the intended audience and purpose
  - make formal presentations
  - participate in debate
  - adopt, create and sustain a range of roles
  - rehearse, refine, share and respond to drama and theatre performances.

**Regular independent opportunities for assessment and to inform teaching and learning / determine next focus.**

- adapt language and structure (Year 4 content) to the intended audience and purpose
- control intonation, tone, and volume and use actions to clarify meaning

***I will know how to perform effectively:***

- write poems to perform, using intonation, tone, volume and actions to clarify meaning
- read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.