



Developing Creative and Engaging Writers at Acresfield

Year 4

Our Approach to Writing

This booklet is designed to give parents an overview of expectations in Year 4 linked to the English writing curriculum.

It outlines the following:

- Curriculum expectations in spelling, handwriting, composition, vocabulary, grammar and punctuation for children in Year 4
- Approaches to learning used by staff at Acresfield
- Ways you can support your child at home

Composition

Children should be able to

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- creating settings, characters and plot in narratives
- using simple organisational devices [for example, headings and sub-headings] in non-narrative writing

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences e.g. he, she, his, him
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Spelling

Children should learn to spell by:

- use further prefixes and suffixes and understand how to add them eg inter-, sub-, -ation, -ous.
- spell homophones eg. Weather/whether, meddle/medal
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far



Vocabulary, Grammar and Punctuation

Children should be able to:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- use the present perfect form of verbs in contrast to the past tense e.g. **He has gone out to play** instead of **He went out to play**
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use fronted adverbials followed by a comma e.g. Earlier that day, Back at the theatre,
- use the possessive apostrophe with plural nouns e.g. women's, children's
- use inverted commas to punctuate direct speech accurately
- use other punctuation when using direct speech e.g. "Wait! Tom's not ready," called Jemima.
- Use expanded noun phrases e.g. **the maths teacher** becomes **the strict maths teacher with curly hair**, and choosing precise nouns e.g. **The sharpest** nails becomes **the sharpest talons**

Handwriting

Children should be able to:

- 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
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently, so that the ascenders and descenders of letters do not touch].

How Can I Help My Child?

Build writing into everyday life
Support the strategies used in school

In Year 4, the children will engage in writing every day. They have spelling sessions daily and the children complete a spelling test at the end of each week. They will also have English homework set on a Thursday which may last one week or longer depending on the task. Homework usually relates to what the children have been learning in their lessons. Through the year, children will engage in many different types of writing from stories to discussion writing.

Parents can look for ways to reinforce writing in everyday situations as well as supporting the children with their homework. This could include recipes, letter writing and diaries.

Parents can support writing by engaging in lots of talk and story telling.

Writing should be enjoyable for both you and your child. Write a little, often and make the time special and fun. Please feel free to speak to the class teacher for any further advice.

At the end of the year, we will be aiming for the children to be enjoying their writing, writing in a variety of genres and presenting their work clearly for the reader to enjoy, ready to move into Year 5.

