

Y4	Punctuation	Vocabulary & Grammar	Writing Composition	Handwriting
Year 4 Knowledge	- Know that punctuation must be used before opening or closing inverted commas - Understand & explain the grammatical difference between the plural and the possessive -s. - Understand the terms “plural” & “possession” and how placing an apostrophe before or after an “s” changes the meaning from singular to plural possession - Know what a fronted adverbial is and that it must be punctuated with a comma	- Know correct verb/subject agreement for commonly - misused verb inflections, e.g. we were/we was; I did/I done. - Understand that expanded noun phrases are formed when adjectives, nouns and preposition phrases are added to simple noun phrases: e.g. ‘the teacher’ expanded to: ‘the strict maths teacher with curly hair’. - Know that fronted adverbials go at the start of a sentence, and provide detail about how/when/where a verb is performed (time/place/manner). - Understand how paragraphs are used to structure/organise writing - Understand that pronouns should be used to replace nouns so that writing does not sound repetitive	AUDIENCE & PURPOSE - Know & discuss things that make stories interesting or exciting, and identify techniques used in models that can be used in own writing PLANNING - Know how to use existing pieces of writing as models for own writing - Understand how words can be reordered and different conjunctions can be used to change the structure of sentences - Know how to make more adventurous vocabulary choices (using working walls, word mats, thesauruses independently) WRITING - Know that narratives have settings, characters and plot and know what might appeal to different audiences - Know how simple organisational devices guide the reader and are features of non-narrative texts - Have a very secure understanding of the Grammar, Vocabulary & Punctuation skills required at Y4 EDITING - Understand what will make writing successful (using success criteria, models, working wall) - Know what effective proof-reading and editing looks like, from seeing this modelled by adults PERFORMING - Understand how to change volume and use intonation when performing own work in order to engage others	- Know the diagonal and horizontal strokes to join letters - Know which letters are best left unjoined
Key Vocabulary	Determiner, pronoun, possessive pronoun, adverbial			

Year 4 Skills	• Use inverted commas and other punctuation to indicate direct speech • Use apostrophes to mark plural possession • Use commas after fronted adverbials	• Use Standard English rather than commonly misused verb inflections, e.g. we were/we was; I did/I done. • Use noun phrases expanded by adjectives, nouns and prepositional phrases to make writing more interesting. • Use fronted adverbials to show time/place/manner (how/when/where verb was performed) • Use paragraphs to organise ideas around a theme • Make the appropriate choice of pronoun or noun to aid cohesion and avoid repetition	AUDIENCE & PURPOSE • Show an awareness of the reader by making deliberate choices when planning, drafting and publishing writing (e.g. to make them feel excited, to help them to understand something) PLANNING • Plan writing using similar models, following their examples of vocabulary, punctuation & grammar as models for their own • Plan writing by discussing & recording ideas • Rehearse sentences orally, experimenting with different vocabulary choices to hear which sounds best (choosing & using word mats, working walls & thesauruses to build vocab) • Rehearse sentences orally to experiment with different sentence structures, to hear which sounds best WRITING • Write narratives, creating settings, characters & plot with consideration of audience & purpose • Write non-narrative material, using simple organisational devices • Organise writing into paragraphs around a theme EDITING • Evaluate and edit by assessing the effectiveness of his/her own and others' writing. • Make suggestions for improvements to grammar, vocabulary & punctuation • Re-read work and make corrections to Y4 Grammar, Spelling & Punctuation errors PERFORMING • Confidently read own work aloud to a group or whole class, using appropriate intonation & volume so that meaning is clear.	• Use diagonal and horizontal strokes to join letters and understand which letters are best left unjoined • Increase legibility, consistency and quality of handwriting with parallel ascenders/descenders and equal spacing & sizing
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