

## National Curriculum Writing ARE sheet Year 4

No.	
1.	Use further prefixes and suffixes and understand how to add them e.g. super-, anti-, auto-
2.	Spell further homophones
3.	Spell words that are often misspelt (see NC Appendix 1)
4.	Place the possessive apostrophe accurately in words with regular plurals e.g. girls' boy's, and in words with irregular plurals e.g. children's
5.	Use the first two or three letters in a word to check its spelling in a dictionary
6.	Write from memory simple sentences, dictated by the teacher that contain words and punctuation taught so far
7.	Use 'a' or 'an' correctly according to whether the next words begins, with a consonant or a vowel e.g. a rock, an open (Appendix 2)
8.	Explore word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble) Appendix 2
9.	Use the diagonal and horizontal strokes needed to join letters
10.	Increase the legibility, consistency and quality of their handwriting
11.	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.
12.	Plan their writing by discussing and recording ideas
13.	Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentences structures
14.	Draft and write by organising paragraphs around a theme to group related material
15.	Draft and write by in narratives, creating settings, characters and plot
16.	Draft and write by in non-narrative material, using simple organisational devices (e.g. headings and sub headings to aid presentation)
17.	Proofread and edit their own and others' writing and suggesting improvements
18.	Proof read for spelling and punctuation errors
19.	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
20.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
21.	Noun phrase expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>The teacher</i> expanded to : <i>The strict maths teacher with curly hair</i>
22.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition within and across sentences
23.	Using conjunctions, (when, because, while, after, before, so) adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause
24.	Using fronted adverbials e.g. <i>Later that day,</i>
25.	Apostrophes to mark plural possession (e.g. <i>The girl's name, the girls' names</i> )
26.	Indicate grammatical and other features by using commas after fronted adverbials
27.	Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns
28.	Using inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> )
29.	Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading (determiner, pronoun, possessive pronoun, adverbial)

Key: **RED** = Spelling    **BLACK** = Handwriting    **GREEN** = Composition    **PURPLE** = Grammar & Punctuation