

Year 4 teaching and assessment writing criteria- overarching aim – detailed and interesting sentences

Autumn term basic skills

- What is a sentence – has a subject (who/what) and a verb(doing/being), capital letter, end of sentence punctuation and has to make sense
- Four sentence types – statement with a full stop, question with a question mark, exclamation with an exclamation mark and command with an exclamation mark.
- Accurate use of tenses including present tense (*help*) simple past (*helped*) present progressive (*is helping*) and past progressive (*was helping*) present perfect (*has helped*)
- Joining sentences with co-ordinating conjunctions – start with **and**, then **or** and **but**
- Subordination using when, if, that, because, even though, although, as, until, yet, though
- Commas for lists (explicitly teaching when commas are used)
- Apostrophes for contraction
- Apostrophes for singular possessive
- Expanded noun phrases
- Adverbs – often, quickly, very
- Prepositions – next to, underneath, with
- Accurate use of tenses including present perfect (he has gone) as well as the past tense
- Year 3 and 4 spelling list
- Handwriting – accurate letter formation, sizing, orientation and spacing
- Create setting, characters and plot in narrative
- Use speech punctuation correctly – insert inverted commas, start with speech then reporting clause, speech provided in bubbles, provide the comma, teach new speaker new line mostly correctly
- Paragraphs – teach indenting
- Use sub headings in non-chronological reports
- Sentences that are sequenced to form a short narrative
- Include writing for three writing purposes (long term plan details this – inform, entertain and persuade)

Errors to be addressed as teaching points if observed

- Run ons – missing end of sentence demarcation or conjunction
- Overuse of conjunctions
- Apostrophes for plurals
- Not using capital letters for proper nouns including I
- Random capital letters – sometimes also a handwriting issue
- Starting sentences with co-ordinating conjunctions
- a/an accurate – teaching vowel and consonant
- Incorrect use of it's
- Standard English – we were/was and they did/done
- Correct comma use – teach so children can identify why they have used – list, fronted adverbial, to separate main and subordinate clause when subordinate clause at start of sentence
- Lack of variation in sentence structures

Spring and Summer advancing skills (when basic skills have been secured)

- Speech punctuation - start with the reporting clause, new speaker new line within dialogue
- Handwriting letter joins taught
- Apostrophes for plural possession
- Fronted adverbials/adverbial phrases – group of words that act as an adverb followed by a comma
- Varying the position of clauses
- Noun phrases expanded by the addition of modifying...e.g. short maths teacher with curly hair
- Pronouns and synonyms to avoid repetition (cohesive device)
- Adverbs, conjunctions and prepositions to express time and cause (cohesive device)
- Determiners a/an the
- Possessive pronouns – ours/theirs/ yours/his/hers
- Paragraphs – developing the understanding of a group of ideas around a theme – in a narrative might be when there is a change of person/place/time (secret subheading) identified in reading – non-narrative headings and sub-headings

Considerations

- Colour for word classes and clauses
- Examples of main elements displayed on working walls for reference and as a semi- permanent scaffold
- Teaching of proof reading –via CUPS – Capital letters/Understanding/Punctuation/Spelling and proposing changes to grammar and vocabulary to improve consistency including accurate use of pronouns in sentences
- Poetry – free verse, commas for lists, apostrophes for contraction and possession