



Working at the expected standard in Y4

Terminology for pupils:

determiner pronoun, possessive pronoun, adverbial

write for both fictional and non-fictional purposes, **with a growing awareness of the reader (audience)**

Audience refers to the reader(s), e.g. could be an individual, in the case of a text message, or a broader group of people in the case of a magazine article or blog.

Writing for an audience **adds purpose and meaning** to the writing task. Ensure that you broaden the children's understanding of what an audience can be.

- **Audience types:**
- **Friendly:** Your purpose: reinforcing their beliefs.
- **Apathetic:** Your purpose is to first to convince them that it matters for them.
- **Uninformed:** Your requirement is to educate before you can begin to propose a course of action.
- **Hostile:** Your purpose is to respect them and their viewpoint.

use **expanded noun phrases** by the **addition of modifying adjectives** to develop descriptions of settings and characters

- (1) modifying **adjectives**: what it looks like (the **white** horse), how many there are (the **three** boys) or which one it is (the **last** house).

use **expanded noun phrases** by the **addition of modifying nouns** to develop descriptions of settings and characters

- (2) modifying **nouns**: We often use **two nouns** together to show that **one thing is a part of something else**: *the **village church**, the **car door***

- **NB:** We do not use a **possessive form** for these things. We do NOT talk about: *car's doors*
- We can use noun modifiers to show **what something is made of**: *a **gold watch***
- We often use noun modifiers **with nouns ending in -'er'**: *an **office worker***
- We use **measurements, age or value** as noun modifiers: *a **thirty-kilogram** suitcase, a **two-minute** rest, a **fifty-kilometre** journey*
- We often use **nouns ending in -ing** as noun modifiers: *a **shopping list***
- We often put two nouns together and **readers/listeners have to work out** what they mean: *an **ice bucket*** (= a bucket to keep ice in)
- Sometimes we find **more than two nouns** together: *London **office workers***
- Noun modifiers come **after adjectives**: *the **old newspaper seller***

use **expanded noun phrases** by the **addition of prepositional phrases** to develop descriptions of settings and characters

- (3) modifying **preposition phrases**:

- There are two kinds of prepositional phrases: **adjective phrases** and **adverb** phrases.

- An **adjective phrase** modifies a **noun** or **pronoun**.
- Common **prepositional phrase examples** include: **about, after, at, before, behind, by, during, for, from, in, of, over, past, to, under, up, and with.**
- The **book with the tattered cover** has been read many times, The **present inside** the big box is mine, All **rooms below deck** are for sleeping.

use a range of **co-ordinating** and **subordinating** conjunctions

- **Compound sentences** (*Coordination*) using connectives: **and/ or / but / so / for /nor / yet** (coordinating conjunctions)
- **Complex sentences** (*Subordination*) with range of subordinating conjunctions

co-ordinating conjunctions for and nor but or yet so

Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: **and, but, for, or, nor, so, yet.**

The game was over, **but** the crowd refused to leave.

The student explained her question, **yet** the instructor still didn't seem to understand.

Yesterday was her brother's birthday, **so** she took him out to dinner.

subordinating conjunctions

Time: Everyone watches **when** Kyle does back-flips. [introduces a subordinate clause] **while, when, after, before, until, once, since**

Cause: Joe can't practise kicking **because** he's injured. [introduces a subordinate clause] **because, since, as, that, so, why, whether, as if**

Place: Sally skips with her rope **where** the ground is flat. **where, wherever**

Build upon Yr3 conjunctions using conjunctions of **concession, contrast,** and **condition**

Concession are words like "though" or "although" that are used to show a **different** idea than suggested by the main part.

Subordinating conjunctions of concession: **though, although, even though, whereas.**

Contrast is basically something strikingly **different** than something

- **Subordinating conjunctions of contrast** - used to join a dependent clause (also called a subordinate clause) with an independent clause: **although, though, even though, much as, notwithstanding, no matter + question word, however + adjective/adverb, adjective/adverb + though/as**
- **Transitional Conjunctions of contrast**- mostly used between two independent sentences or clauses to join them: **but, nonetheless, yet, even so, nevertheless, still, notwithstanding**

Condition- Conditional conjunctions, in short, are used to describe a condition. Common examples of conditional conjunctions include: **unless, since, if, provided, as long as**

NB: **however** is an adverbial conjunct (also called a connective or conjunctive adverb), not a conjunction

use a **range of adverbs** to express **time** to add detail to writing

These **adverbs of time** are often used:

- to talk about the past: **yesterday, the day before, ago, last week/month/year.**
- to talk about the present: **still, yet, while, when.**
- to talk about the future: **soon, then, next week/month/year, in 2 days, tomorrow, the day after tomorrow.**

Adverbs of time

Adverbs of time also tell us **when** an action happened, but also **for how long,** and **how often.**

Adverbs that tell us when

Adverbs that tell us when are usually placed at the end of the sentence.

Examples:

- Goldilocks went to the Bears' house **yesterday.**

- I'm going to tidy my room **tomorrow**.
- I saw Sally **today**.
- I will call you **later**.
- I have to leave **now**.
- I saw that film **last year**.

Putting an adverb that tells us **when** at the end of a sentence is a neutral position, but these adverbs can be put in other positions to give a different emphasis. All adverbs that tell us when can be placed at the beginning of the sentence to emphasize the time element. Some can also be put before the main verb in formal writing.

Examples:

- **Later** Goldilocks ate some porridge. (the time is important)
- Goldilocks **later** ate some porridge. (this is more formal, like a policeman's report)
- Goldilocks ate some porridge **later**. (this is neutral, no particular emphasis)

Adverbs that tell us for **how long**

Adverbs that tell us for how long are also usually placed at the end of the sentence.

Examples:

- She stayed in the Bears' house **all day**.
- My mother lived in France **for a year**.
- I have been going to this school **since 1996**.

In these adverbial phrases that tell us for how long, **for** is always followed by an **expression of duration**, while **since** is always followed by an **expression of a point in time**.

Examples:

- I stayed in Switzerland **for three days**.
- I have been riding horses **for several years**.
- I have not seen you **since Monday**.
- Jim has been working here **since 1997**.

Adverbs that tell us **how often**

Adverbs that tell us how often express the frequency of an action. They are usually placed before the main verb but after auxiliary verbs (such as be, have, may, & must). The only exception is when the main verb is "to be", in which case the adverb goes after the main verb.

Examples:

- I **often** eat vegetarian food.
- He **never** drinks milk.
- You must **always** fasten your seat belt.
- I am **seldom** late.
- He **rarely** lies.

Some other adverbs that tell us how often express the exact number of times an action happens or happened. These adverbs are usually placed at the end of the sentence.

Examples:

- This magazine is published **monthly**.
- He visits his mother **once a week**.
- I work **five days a week**.
- I saw the movie **seven times**.

Using **yet**

Yet is used in questions and in negative sentences to indicate that something that has not happened or may not have happened but is expected to happen. It is placed at the end of the sentence or after not.

Examples:

- Have you finished your work **yet**? (= simple request for information)
- No, not **yet**. (= simple negative answer)
- They haven't met him **yet**. (= simple negative statement)
- Haven't you finished **yet**? (= expressing surprise)

Using still

Still expresses continuity. In positive sentences it is placed before the main verb and after auxiliary verbs such as be, have, might, will. If the main verb is to be, then place still after it rather than before. In questions, still goes before the main verb.

Examples:

- She is **still** waiting for you.
- Jim might **still** want some.
- Are you **still** here?

Order of adverbs of time

If you need to use more than one adverb of time in a sentence, use them in this order:

1: how long 2: how often 3: when

Examples:

- 1 + 2 : I work (1) for five hours (2) every day
- 2 + 3 : The magazine was published (2) weekly (3) last year.
- 1 + 3 : I was abroad (1) for two months (3) last year.
- 1 + 2 + 3 : She worked in a hospital (1) for two days (2) every week (3) last month.

use a **range of adverbs** to express **place** to add detail to writing

An *adverb of a place* is an **adverb** (such as *here* or *inside*) that tells *where* the action of a **verb** is or was carried out. Also called a *place adverbial* or a *spatial adverb*.

Common **adverbs** (or **adverbial** phrases) of **place** include above, anywhere, behind, below, downward, everywhere, forward, here, in, inside, left, near, outside, over there, sideways, underneath, and upward.

- Television programs produced in England are **seen worldwide**.
- Unfortunately, spiders can be **found everywhere**.
- When lining up, please **stand there** and be quiet.
- **Leave** the scooter **here**.
- **Leave** the pencil **on your desk**.
- The queen **stayed at the palace**.

I heard a bird **singing somewhere not far away**.

use a **range of adverbs** to express **cause** to add detail to writing

Adverb clauses of **cause** or reason are introduced by the subordinating conjunctions **because, as, since** and **that**.

- I sing **because** I like singing.
- He thinks he can get anything **as** he is rich.
- **Since** he has apologised we will take no further action against him.
- I am glad **that** you have come.

Notes:

The conjunction **that** is often omitted.

- I am glad you like it. OR I am glad **that** you like it.

As and **since** are used when the reason is already known to the listener.

- **As** it is raining again we will have to cancel the match.

As and **since**-clauses are relatively formal. In an informal style, the same idea can be expressed with **so**.

- It is raining again, **so** we will have to cancel the match.

Because-clauses are used to give information which isn't already known to the reader or listener.

- **Because** he had not paid the bill, his electricity was cut off.

Note that a **because**-clause can stand alone. **As** and **since**-clauses cannot be used like this.

- 'Why are you looking at her like that?' 'Because she smiled at me.' (NOT As she smiled at me.) (NOT Since she smiled at me.)

Yr4 Extend vocabulary range: **accordingly, therefore, consequently**

use **prepositions** to express cause and **time**

In: We use **in** with parts of the day, months, seasons, years, decades, and centuries.

- You should brush your teeth **in the morning** and **in the evening**.
- I'll see you **in September**.

We can also use **in** with periods of time to talk about how long from now something will happen.

- The game will finish **in an hour**.
- They'll be back **in a week**.

At: We use **at** with specific times and certain time expressions.

- He came **at 10 a.m.**
- **At the moment**, I think it's a good idea.

On: We use **on** with days, including dates, days of the week, holidays, and special occasions.

- They met **on 23 December 1997**.
- Let's meet **on 13th November**.

During: We use **during** to talk about a specific period of time that an event happens within.

- She fell asleep **during the concert**.
- I'll finish the job **during the week**.

For: We use **for** to talk about how long an action or situation lasts.

- We lived in Paris **for three years**.
- He's been doing his homework **for two hours**.

use **prepositions** to express **cause** and **time**

Prepositions of cause are used to connect the reason for a particular situation with the other part of the sentence.

because, on account of, for, from, though, due to

Examples:

- The match was cancelled **because** of the rain.
- We didn't go **on account of** the bad weather.
- He succeeded **for** many reasons.
- You won't succeed **from** hard work alone.
- The operation was successful only **through** the great skill of the surgeon.

The quarrel was **due to** the rudeness on both sides.

use **fronted adverbials**

In Yr4, teaching takes place around fronted adverbials which could be single words, phrases or clauses. **Fronted adverbials** are words or phrases placed at the beginning of a sentence which are used to describe the action that follows. All will need commas to demarcate them.

Single word: **Slowly**, he swam to the surface.

Phrase: **When he could no longer hold his breath**, he swam to the surface.

NB: Ensure the type of **Fronted adverbial** is chosen for the purpose and children are clear which type they are using and why.

- **Time:** **As soon as she could**, Tracey ran out to play.
- **Frequency:** **Occasionally**, Mum would allow us to select a sweet in the shop.
- **Place:** **In the distance**, he could see the train coming.
- **Manner:** **As fast as he could**, Jack ran home from school.
- **Degree:** **Completely exhausted**, Holly clambered out of the pool.

use present, past, progressive and perfect tense verb forms accurately.

Verbs are words which express actions.

The **tense** of a verb tells us the time when the action took place.

There are **three main tenses**: **present, past** and **future**.

These sentences are written in the **present** tense:

The present tense is made up of:

- **simple present / present simple** (actions which happen regularly)
I walk into the monster's cave.
- **present continuous / present progressive** (actions which are taking place now)
I am walking into the monster's cave.
- **present perfect** (actions which are now completed).
I have walked into the monster's cave.

These are examples of sentences written in the **past** tense:

The past tense is made up of:

- **simple past / past simple** (actions which took place at a specific time and are now finished)
I walked into the monster's cave.
- **past continuous / past progressive** (Actions which took place in the past over a period of time)
I was walking into the monster's cave.
- **past perfect** (actions which were completed by a particular point in the past).
I had walked into the monster's cave.

These sentences are written in the **future** tense:

The future tense is made up of:

- **simple future / future simple** (actions which will take place in the future)
I will walk into the monster's cave.
- **future continuous / future progressive** (actions which will take place in the future over a period of time)
I will be walking into the monster's cave.
- **future perfect** (actions which will be completed by a particular point in the future).
I will have walked into the monster's cave.

use **pronouns** and nouns to aid cohesion and avoid repetition

Personal Pronouns:

These take the place of common and proper nouns.

First person: The person or people speaking or writing

- **Singular:** **I, me**
- **Plural:** **we, us**

Second person: The person or people being spoken or written to

- **Singular:** **you** (*learn the story, of you*)
- **Plural:** **you**

Third person: The person, people or things being spoken or written about

- **Singular:** **she, her, he, him, it**
- **Plural:** **they, them**

Relative Pronouns:

These relate the subordinate adjective clauses to the rest of the sentence.

- **that, which, who, whom, whose, whichever, whoever, whomever**

Demonstrative Pronouns:

These represent a thing or things.

Refers to things that are **nearby**:

- **Singular:** **this**
- **Plural:** **these**

Refers to things that are **far away**:

- **Singular:** **that**

- Plural: **those**

Indefinite Pronouns:

These refer to something that is unspecified.

- Singular: **anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something**
- Plural: **both, few, many, several**
- Singular and Plural: **all, any, most, none, some**

Reflexive Pronouns:

These end in -self or -selves.

First person: The person or people speaking or writing

- Singular: **myself**
- Plural: **ourselves**

Second person: The person or people being spoken or written to

- Singular: **yourself**
- Plural: **yourselves**

Third person: The person, people or things being spoken or written about

- Singular: **himself, herself, itself**
- Plural: **themselves**

Interrogative Pronouns:

These are used to ask questions.

- **What, who, which, whom, whose**

Possessive Pronouns:

These are used to show ownership

Used before nouns: These actually function as adjectives.

- Singular: **my, your, his, her, its**
- Plural: **our, your, their**

Used alone: The person or people being spoken or written to

- Singular: **mine, yours, his, hers**
- Plural: **ours, yours, theirs**

Subject and object Pronouns:

These are used as either the subject or the object in a sentence

Subjects tell us what the sentence is about.

- Singular: **I, you, she, he, it**
- Plural: **we, you, they**

Objects: direct objects, indirect objects, objects of prepositions.

- Singular: **me, you, her, him, it**
- Plural: **us, you, them**

use paragraphs or sections to organise and structure according to purpose and audience

Fiction:

Paragraphs to organise ideas into each story part

Extended vocabulary to introduce 5 story parts:

- **Introduction** –should include detailed description of setting or characters
- **Build-up** –build in some suspense towards the problem or dilemma
- **Problem / Dilemma** –include detail of actions / dialogue
- **Resolution** - should link with the problem
- **Ending** – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.

Non-fiction:

Paragraphs to organise ideas around a theme

Introduction

- Develop hook to introduce and tempt reader in e.g. *Who....? What....? Where....? Why....? When....? How....?*

Middle Section(s)

- Group related ideas /facts into paragraphs
- Subheadings to introduce sections /paragraphs
- Topic sentences to introduce paragraphs
- Lists of steps to be taken
- Bullet points for facts
- Flow diagram

Develop Ending

- Personal response
- Extra information / reminders e.g. Information boxes/
- Five Amazing Facts
- Wow comment

demarcate sentences and use the full range of punctuation taught in KS1 and so far in KS2 *mostly correctly*

- Full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas

use inverted commas and other punctuation for direct speech

The general rules of direct speech are:

- Each new character's speech starts on a new line.
- Speech is opened with speech marks.
- Each line of speech starts with a capital.
- The line of speech ends with a comma, exclamation mark or question mark.
- The **reporting clause** of **direct speech** is the short **clause** that indicates who is talking. It is the **clause** that is outside of the inverted commas. It is therefore not the words being spoken. We can write the **reporting clause** either before or after the **direct speech**. (said Jane, replied Mum, Paul shouted),.
- A full stop goes after the reporting clause.
- If the direct speech in the sentence is broken up by information about who is speaking, add in a comma or question mark or exclamation mark to end the first piece of speech and a full stop or another comma before the second piece (before the speech marks), for example: "It's lovely," she sighed, "but I can't afford it right now." / "I agree!" said Kate. "Let's go!"

use commas after fronted adverbials

'**Fronted**' **adverbials** are 'fronted' because they have been moved to the front of the sentence, before the verb. Fronted adverbials are used to describe the action that follows. A comma is normally used after an adverbial.

maintain Standard English forms correctly, e.g. *I was (not I were), should have (not should of), ours (not ares),*

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]

maintain Standard English forms, e.g. using *a/an* correctly

You use the article "a" before words that start with a consonant **sound** and "an" before words that start with a vowel **sound**. For example, *He has a unique point of view on the subject and talked about it for an hour*. The "u" in "unique" makes the "Y" sound—a consonant sound—therefore you use "a" as your article, while the "h" in "hour" sounds like it starts with "ow"—a vowel sound.

- I could **of** done it. (instead of *I could have done it*)
- **Me and Amy** went to the park. (instead of *Amy and I ...*)
- If I **was** better at cooking, I'd have a dinner party. (instead of *If I were ...*)
- **Who** did you want to speak to? (instead of *Whom did you want ...*)
- There were **less** than 20 people in the audience. (instead of *... fewer than 20 people ...*)

spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)

Yr4 PoS Writing Transcription - Spelling

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- 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 2 or 3 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

produce legible joined handwriting

Yr4 PoS Writing Transcription - Handwriting

use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

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

make simple additions, revisions and proof-reading corrections to their own writing

Yr4 PoS Writing Composition – Evaluating and editing

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
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

