Year 4 Writing Disciplinary Knowledge

	Year 4: Transcription		
	Autumn	**Spring**	**Summer**
Spelling	**Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Years 3and 4 Spelling - the /ʌ/ sound spelt ou - the prefixes un-, mis-, inter-, auto- - the suffix -ly - words ending with -sure • spell words that are often misspelt (English Appendix 1: Years 3 and 4 Word list) **Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far**	**Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Years 3 and 4 Spelling - the prefixes il- - words ending with -sion - words with the /s/ sound spelt sc - words with the /eɪ/ sound spelt ei, eigh, or ey • spell words that are often misspelt (English Appendix 1: Years 3 and 4 Word list) • spell further homophones • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] **Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far**	**Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Years 3 and 4 Spelling - the prefixes ir- - words ending with -ssion - words ending with the /g/ sound spelt gue and the /k/ sound spelt –que • spell words that are often misspelt (English Appendix 1: Years 3 and 4 Word list) • spell further homophones **Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far**
Handwriting	**Practise and develop fluency of cursive writing** • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	**Practise and develop fluency of cursive writing** • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	**Practise and develop fluency of cursive writing** • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

	Year 4: Composition		
	Autumn	**Spring**	**Summer**
Planning	• 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	• 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	• 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
Drafting and writing	• 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 (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot -	• 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 (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot	• 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 (English Appendix 2) - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
Editing and evaluating	• evaluate and edit by: - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences		
Presenting and performing		• 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	

	Year 4: Vocabulary, Punctuation and Spelling		
	Autumn	**Spring**	**Summer**
Word Structure	• 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] • the grammatical difference between plural and possessive -s		
Sentence Structure	• noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • fronted adverbials [for example, Later that day, I heard the bad news.]		
Text Structure	• use of paragraphs to organise ideas around a theme • appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition		
Punctuation	• use of commas after fronted adverbials • apostrophes to mark plural possession [for example, the girl's name, the girls' names]	• use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	