Kew Woods Primary School

Year 4 Writing Concept Map

Writing Key Concepts							
Transcription		**Composition**					
Handwriting	Spelling	Write with purpose	Organise writing appropriately	Use imaginative description	Use sentences appropriately	Analyse and edit writing	Present and perform writing

Content from Year 3 **(to be reviewed in Autumn term)**	• Join words and join clauses using subordination and co-ordination. • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. • Use expanded noun phrases. • Use tenses accurately. • Use different sentence forms. • Use direct speech. • Use subordinate clauses. • Use adjectives, adverbs, prepositions (including phrases) and conjunctions.
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 and irregular plurals. • Use the first two or three 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. • *Apply spelling rules as listed in the English appendix - RWI spelling scheme.*
Transcription - Spelling Year 4	• The /^/ sound spelt ou. • More prefixes - adding the prefix mis-, adding the prefix auto-, adding the prefix inter-, adding il- and revising un-, in-, mis- and dis, adding ir- to words beginning with r. • The suffix –ly. • Words with endings sounding like /ʒə/ or /tʃə/ (words ending in zhuh spelt –sure).

	• Endings which sound like /ʒən/ (words ending in zhun spelt –sion). • The suffix –ous. • Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian (adding the prefix super-, adding the prefix sub-). • Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin). • Words with the /s/ sound spelt sc (Latin in origin). • Words with the /eɪ/ sound spelt ei, eigh, or ey.
Common Exception Words	accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women
Transcription - Handwriting	• Develop using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting.
Composition	• Plan their writing by discussing similar writing and recording ideas. • Draft writing by composing and rehearsing sentences orally. • Create settings, characters and plots in narratives. • Use simple organisational devices, e.g. headings and sub-headings, in non-narrative. • Suggest improvements to their own and others' writing. • Evaluate and edit writing by proposing changes to grammar and vocabulary to improve consistency. • Proof-read for spelling and punctuation errors. • Read aloud writing to a group or whole class, using appropriate intonation. • Use a varied and rich vocabulary. • Organise paragraphs around a theme. • Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular. • Extend the range of sentences with more than one clause by using a wider range of conjunctions and subordinate clauses. • Use adjectives, adverbs, prepositions (including phrases) and conjunctions. • Use conjunctions, adverbs and prepositions to express time and cause. • Use the present perfect form instead of the simple past. • Select and use determiners correctly.

	• Use and understand the grammatical terminology for Year 4.		
	Autumn Term	**Spring Term**	**Summer Term**
			• Organise paragraphs around a theme. • Sequence paragraphs.
Composition - Vocabulary, grammar and punctuation	**Autumn Term**	**Spring Term**	**Summer Term**
	• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Use fronted adverbials.	• Use the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. • Use and punctuate direct speech using inverted commas and other punctuation to indicate direct speech. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	• Use Standard English forms for verb inflections instead of local spoken forms.
Terminology	**Year 3** - preposition, conjunction, determiner, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks') **Year 4** - pronoun, possessive pronoun, adverbial		