

# HAREWOOD JUNIOR SCHOOL WRITING OBJECTIVES – Y4



Spelling	Handwriting	Grammar
<p><b>Prior Learning: pupils need to be secure:</b></p> <ul style="list-style-type: none"> <li>- Identify and accurately spell homophones and near-homophones, e.g: accept/except, affect/effect, break / brake (Y3)</li> <li>- Understand, learn and use prefixes: un- / dis- / mis- / super- / sub- / inter- / anti- / non- / auto- / pre- / de- / re- / in- / im- / imm- (Y3)</li> <li>- Use and apply the suffixes -ing / -ed / -er / -ion (Y3)</li> <li>- Understand, learn and apply the consonant doubling pattern, e.g forgetting, forgotten, beginner, beginning (Y3)</li> <li>- <b>Be able to spell around half of the Y3 and Y4 statutory words list (Y3)</b></li> <li>- <b>Use the forms a or an according to whether the next word begins with a consonant or a vowel, e.g: a rock, an open box (Y3)</b></li> <li>- Use the first two or three letters of a word to check its spelling in a dictionary (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- Be able to spell all of the Y3 and Y4 statutory words list</li> </ul> <p><b>Prefixes</b></p> <ul style="list-style-type: none"> <li>- Understand, use and learn further prefixes, e.g in- / im- / in- / ir- / re- / sub- / inter- / super- / anti- / auto / non / ex-</li> </ul> <p><b>Suffixes</b></p> <ul style="list-style-type: none"> <li>- Understand, use and learn further suffixes, e.g: -ous: mountainous, famous, various / -ly / -ation</li> <li>- Learn word endings which sound like /jən/, e.g spelt -tion, -sion, -ssion, -cian</li> <li>- Learn word endings sounding like /zə/ or /tʃə/ - sure e.g. measure, treasure, pleasure, enclosure</li> <li>- Learn word endings which sound like /zən/ spelt as -sion e.g. decision, collision, television</li> <li>- Words ending in -ar/-er</li> </ul> <p><b>Homophones</b></p> <ul style="list-style-type: none"> <li>- Recognise and understand the difference in meaning between homophones and near homophones, e.g there / their / they're; here / hear; bare / bear; won / one</li> </ul>	<p><b>Prior learning – pupils need to be secure:</b></p> <ul style="list-style-type: none"> <li>- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined (Y2)</li> <li>- Write with parallel and equidistant ascenders and descenders (Y3)</li> <li>- Space lines of writing sufficiently so that the ascenders and descenders of letters do not touch (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- <b>Use legible joined handwriting throughout their independent writing.</b></li> <li>- Hand write in a joined style with speed and accuracy</li> <li>- Ensure their handwriting has increased legibility with letters clearly joined and easy to read</li> </ul>	<p><b>Prior learning – pupils need to be secure:</b></p> <ul style="list-style-type: none"> <li>- Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g when, if, because, although (Y3)</li> <li>- <b>Use adverbs and prepositions e.g. then, next, soon, before, after (Y3)</b></li> <li>- <b>***Use the present perfect form of verbs in contrast to the past tense e.g. she has walked (Y3)</b></li> <li>- <b>***Use correct and consistent tense structures when writing e.g. present tense, past tense, future tense and progressive form (Y2)</b></li> <li>- Identify different word types (Y3)</li> <li>- Write a statement, question, exclamation and command (Y3)</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- <b>***Use and identify the a/an determiners</b></li> <li>- Use of standard English forms for verb inflections instead of local spoken form, e.g 'we were' instead of 'we was'</li> <li>- <b>***Consider carefully their use of pronouns or nouns to aid cohesion and to avoid repetition</b></li> <li>- <b>***Use 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'</b></li> <li>- <b>***Use fronted adverbials punctuated with a comma to modify verbs</b></li> <li>- Use subordinate clauses to add detail or context</li> </ul>
<p><b>Spelling rules and relationships:</b></p> <ul style="list-style-type: none"> <li>- Learn word families based on common words, showing how words are related in form and meaning</li> <li>- Learn words ending with the /g/ sound spelt - gue and the /k/ s</li> <li>- Learn words with the /s/ sound spelt sc (Latin in origin) e.g. discipline, fascinate, crescent</li> <li>- Learn words with the /eɪ/ sound spelt ei, eigh, or ey e.g. weigh, eight, neighbour, they, obey</li> <li>- Accurately use the possessive apostrophe with plural words, e.g. girls', babies'</li> <li>- Understand rules for plural formation, e.g. chop off the 'y' add 'ies'</li> <li>- Words with: /aw/ spelt with 'augh' and 'au' / a 'soft c' spelt with 'ce' or 'ci' / 'ough' to make a long /o/, /oo/ or /or/ sound / 's' sound spelt 'sc'</li> <li>- Spell adverbials of frequency, possibility and manner</li> </ul> <p><b>Spelling skills:</b></p> <ul style="list-style-type: none"> <li>- Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>- Regularly practice new spellings to embed learning</li> </ul>	<p><b>Y4 Text Types &amp; Written Outcomes</b></p> <p><b>Autumn Term:</b></p> <ul style="list-style-type: none"> <li>- Playscript: ancient Greeks</li> <li>- Biography: Alexander Graham-Bell</li> <li>- Narrative: Fantasy story - Land of Roar</li> </ul> <p><b>Cold write / Hot write: setting description</b></p> <p><b>Spring Term:</b></p> <ul style="list-style-type: none"> <li>- Explanation text: The water cycle</li> <li>- Persuasive letter: climate change letter to MP</li> <li>- Narrative: dilemma story</li> <li>- Poetry - Haikus</li> </ul> <p><b>Cold write / Hot write: explanation text</b></p> <p><b>Summer Term:</b></p> <ul style="list-style-type: none"> <li>- Non-chronological report: the digestive system</li> <li>- Narrative: contemporary fiction – 'Twitch'</li> <li>- Poetry: structured poetry</li> </ul> <p><b>Cold write / Hot write: contemporary fiction</b></p>	<p><b>Punctuation</b></p> <p><b>Prior learning – pupils need to be secure:</b></p> <ul style="list-style-type: none"> <li>- <b>***Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction accurately (Y1/2)</b></li> <li>- <b>Use inverted commas to punctuate direct speech (Y3)</b></li> <li>- <b>Use colons to introduce a list or example (Y3)</b></li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- Use inverted commas and commas to accurately punctuate direct speech</li> <li>- <b>***Indicate possession by using the possessive apostrophe for plural nouns e.g the girls' names</b></li> <li>- Understand the difference between plural and possessive apostrophes</li> <li>- <b>Consistently use commas after fronted adverbials</b></li> </ul>

Objectives in bold: writing assessment criteria includes prior learning objectives in red \*\*\* Denotes layered target

# HAREWOOD JUNIOR SCHOOL WRITING OBJECTIVES – Y4



Composition	Y4 Writing Targets		
<p><b>Pupils should be taught to plan, organise and evaluate their writing by:</b></p> <p><u>Planning writing</u></p> <ul style="list-style-type: none"> <li>- Discuss and record ideas in a planning format (Y3)</li> <li>- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3)</li> </ul> <p><u>Drafting and writing for purpose</u></p> <ul style="list-style-type: none"> <li>- Consistently select appropriate grammar and vocabulary (Y3)</li> <li>- <b>Use and organise paragraphs around a theme or to group related material (Y3)</b></li> <li>- <b>Use paragraphs to move action forward</b></li> <li>- Adapt their writing to a range of different purposes and audiences (Y3)</li> <li>- In non-chronological reports linked to a theme, use simple organisational devices <i>e.g headings and sub-headings</i> (Y3)</li> <li>- Use poetry as a vehicle for learning imaginative and figurative language (Y3)</li> <li>- In narrative writing: build plot, develop and describe settings and characters; integrate dialogue to convey actions and move action forward</li> <li>- In narrative writing: create imaginative settings, characters and create a developed plot structure when writing</li> <li>- Use diary writing to describe and inform (Y3)</li> <li>- Write persuasively to entertain and convince an audience (Y3)</li> <li>- Create instructions that have sequenced steps and use organisational devices (Y3)</li> <li>- Use techniques to highlight key words <i>e.g. bold, underline</i></li> <li>- ***Build an increasing range of sentence structures <i>e.g. contrasting long and short sentences for effect</i></li> </ul> <p><u>Editing and improving</u></p> <ul style="list-style-type: none"> <li>- Proofread their writing for spelling and punctuation errors and clarity (Y3)</li> <li>- Assess the effectiveness of their own and others' writing and suggesting improvements (Y3)</li> <li>- Improve writing by editing grammar and vocabulary choices, including pronoun use (Y3)</li> </ul> <p><u>Sentence variety</u></p> <ul style="list-style-type: none"> <li>- ***Learn how to use a range of Alan Peat sentence types, e.g: <i>All the w's / BABS / List / Similes / Noun, which/who/where I can use 3-ed / personification / Emotion word / The more, the more (the less, the less) sentences.</i></li> </ul> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>- Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Y2)</li> <li>- Compose and rehearse sentences orally to develop vocabulary and sentence variety (Y3)</li> <li>- Use oral composition to develop written outcomes</li> </ul>	<p><b>Autumn 1</b></p> <p><u>SEN:</u> I will proof read and amend my own writing to ensure that it includes HFW, CL, full stops, with increasing independence 60% of the time.</p> <p><u>Must:</u> I can identify and use conjunctions to show: time, place and manner.</p> <p><u>Should:</u> I can identify and use determiners correctly.</p> <p><u>Could:</u> I can identify and use an expanded noun phrase</p> <p><b>Autumn 2</b></p> <p><u>SEN:</u> I will proof read and amend my own writing to ensure that it includes HFW, CL, full stops, with increasing independence 60% of the time.</p> <p><u>Must:</u> I can write noun and prepositional phrases.</p> <p><u>Should:</u> Use fronted adverbials to express time, place and manner.</p> <p><u>Could:</u> I can use a relative clause beginning with who, which, where, when, whose or that.</p>	<p><b>Spring 1</b></p> <p><u>SEN:</u> I will proof-read and amend my own and others' writing to ensure that it includes HFW, CL, full stops and a range of Y4 punctuation ( , ' ! ? ) with increasing independence 80% of the time.</p> <p><u>Must:</u> I can use apostrophes to show contraction and singular possession.</p> <p><u>Should:</u> I can use apostrophes for plural possession.</p> <p><u>Could:</u> I can use brackets, dashes or commas to indicate parenthesis</p> <p><b>Spring 2</b></p> <p><u>SEN:</u> I will proof-read and amend my own and others' writing to ensure that it includes HFW, CL, full stops and a range of Y4 punctuation ( , ' ! ? ) with increasing independence 80% of the time.</p> <p><u>Must:</u> I can use progressive verbs in present and past tense to mark actions in progress.</p> <p><u>Should:</u> I can use present perfect forms of verbs and group related material in paragraphs.</p> <p><u>Could:</u> I can use a wide range of appropriate pronouns or nouns to aid cohesion and avoid repetition.</p>	<p><b>Summer 1 &amp; 2</b></p> <p><u>SEN:</u> I will independently start to use simple paragraphs to organise my writing around a theme, 60% of the time.</p> <p><u>Must:</u> I can use 2A, All the w's BOYS, List, Simile and Short sentences in my writing</p> <p><u>Should:</u> I can use 3-ed, personification of weather, Emotion word, The more, the more (the less, the less) sentences.</p> <p><u>Could:</u> I can use 2 pairs, verb, person, Many questions, If, If, If, Some: others, 3 bad – (dash) question?, De:De Sentences.</p> <p><b>Grammatical Terminology</b></p> <p><b><i>determiner, pronoun, possessive pronoun, adverbial</i></b></p>

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