Age-related expectations: Year Four
Writing

Spelling	**Spelling**	**Spelling** Pupils should be taught to: ▪ 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 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.
Writing Handwriting	**Handwriting**	Pupils should be taught to: • 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 • 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].
Writing Composition	**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
	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 • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] •
	Editing & Evaluating	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 • proof-read for spelling and punctuation errors
	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.

Grammar, Punctuation & Spelling	**Punctuation**	- use of inverted commas and other punctuation to indicate direct speech(for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!") - Apostrophes to mark plural possession (for example, the girl's name, the girls' names) - Use of commas after fronted adverbials.
	Grammar	- 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) - 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)
	Word Knowledge	- The grammatical difference between plural and possession -s - 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)
	Terminology	Determiner, pronoun, possessive pronoun adverbial