

Cookridge Primary School: Year 4 Objectives - Writing

The following objectives need to be secured in a range of different writing genres and contexts for different audiences.								
Basic Skills (Fluency) by the end of Year 4:			Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
1. Make sure key skills from Year 3 are still being applied before moving on.		All writing should be orally rehearsed before writing, whether through role play or other pedagogical approaches and then plan, recording ideas.						
2. Spelling patterns and syllables strategies.								
3. Spell most identified commonly misspelt words from Year 3 and 4 word list.								
4. Use and understand most of the grammatical terminology in English Appendix 2 for Year 4.								
5. Suggest improvement to writing through changes in grammar and vocabulary and assessing writing with peers assessment.								
Key Learning for Secure			Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
Grammar, Punctuation and Spelling	GPS1	Spell words with additional prefixes and suffixes and understand how to add them to root words, for example ation, ous, ion, ian, super, anti, auto.						
	GPS2	To spell most homophones and near homophones correctly.						
	GPS3	Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.						
	GPS4	Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials.						
	GPS5	Mostly uses forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].						
Handwriting	H1	Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch						
Composition	C1	Uses a range of sentences with more than one clause.						
	C2	Paragraphs are organised around a theme and open with topic sentences.						
	C3	Uses fronted adverbials correctly most of the time, including the use of a comma. For example: Later that day, I went shopping.						
	C4	Uses expanded noun phrases with modifying adjectives and prepositional phrases, for example, The strict teacher with curly hair.						
	C5	Uses a wider range of conjunctions most of the time, including when, if, because, although.						
	C6	Discuss and write narratives (with a clear structure, setting, characters and plot) and non-narratives using organisational devices such as headings and sub-headings.						

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