Hallfield Primary School

Growing, Learning, Achieving Together

Year 4 Framework for Writing

A Structure for Writing

The sequence for teaching builds skills over time with a deep understanding of purpose for writing and writers' craft appropriate to the writing context and age and stage of the child. Some non-negotiables are outlined below:

Prior knowledge:

Teachers should be clear about the skills children have before entering the new teaching unit and how they are building on these to move children forward as well as introducing any new skills. Each year group and each term, the framework provides the non-negotiables to ensure teachers are confident in what children must know at each stage.

Content and Style

Through a well-chosen and pre-written model, children explore the content, authorial choices (writer's craft) and organisation of the text type. They must be given purpose to the writing and a specific audience. All of this is discussed before children begin writing through, for example, 'Box Success Criteria' (see p5).

Vocabulary and Grammar

Learning focuses on 2-3 key aspects of vocabulary and grammar appropriate to the age group. Contextual teaching and learning focus on learning about the authorial use of vocabulary and grammar for effect. Children practice this with drama, oral rehearsal and practise on whiteboards.

Editing and proof reading

Children employ the 3-step check (see page 6) across the whole unit, proof reading as they go. The new vocabulary and grammar focus that has been securely understood by children is applied to reviewing and editing children's first draft, using the tools of oral rehearsal and practice.

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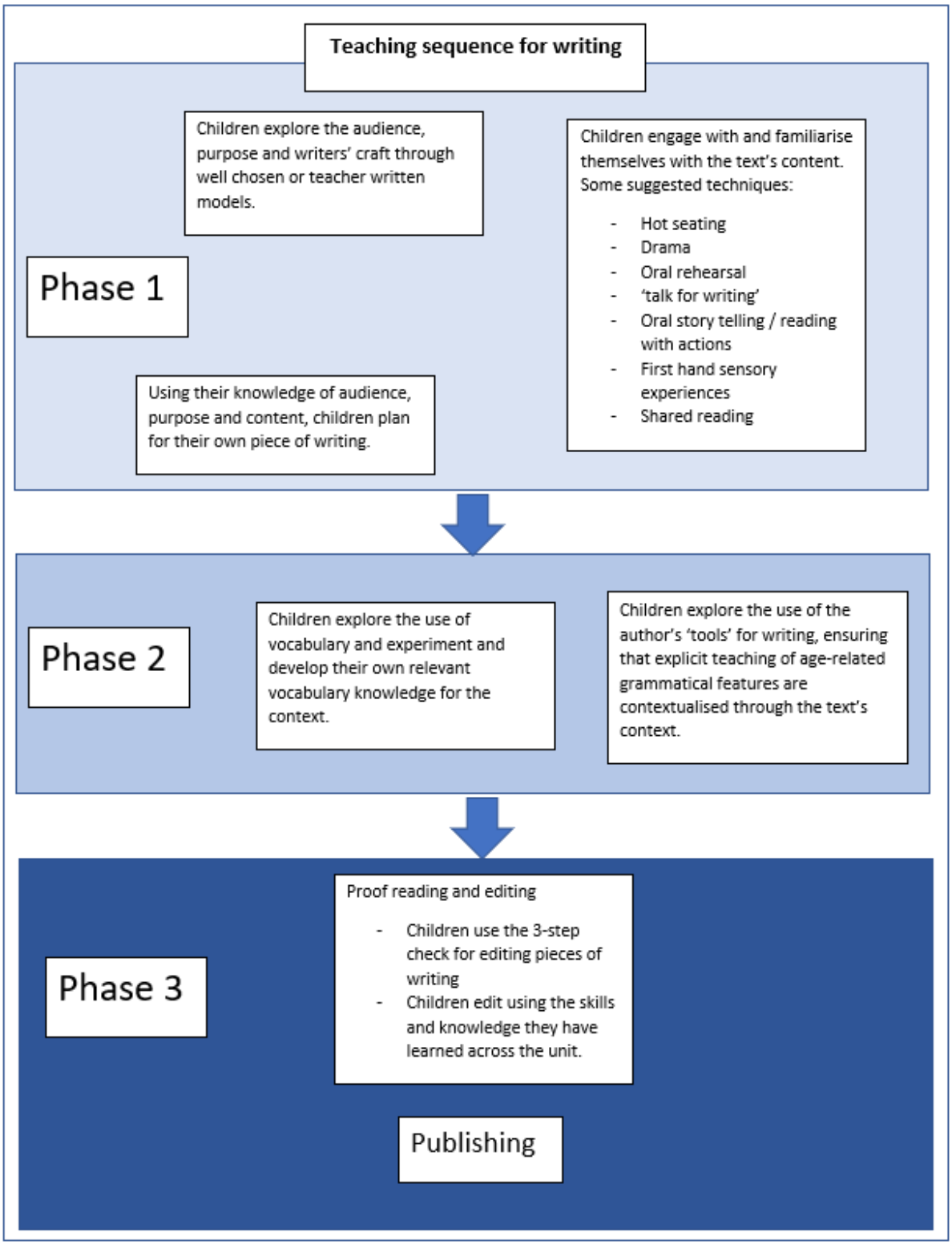

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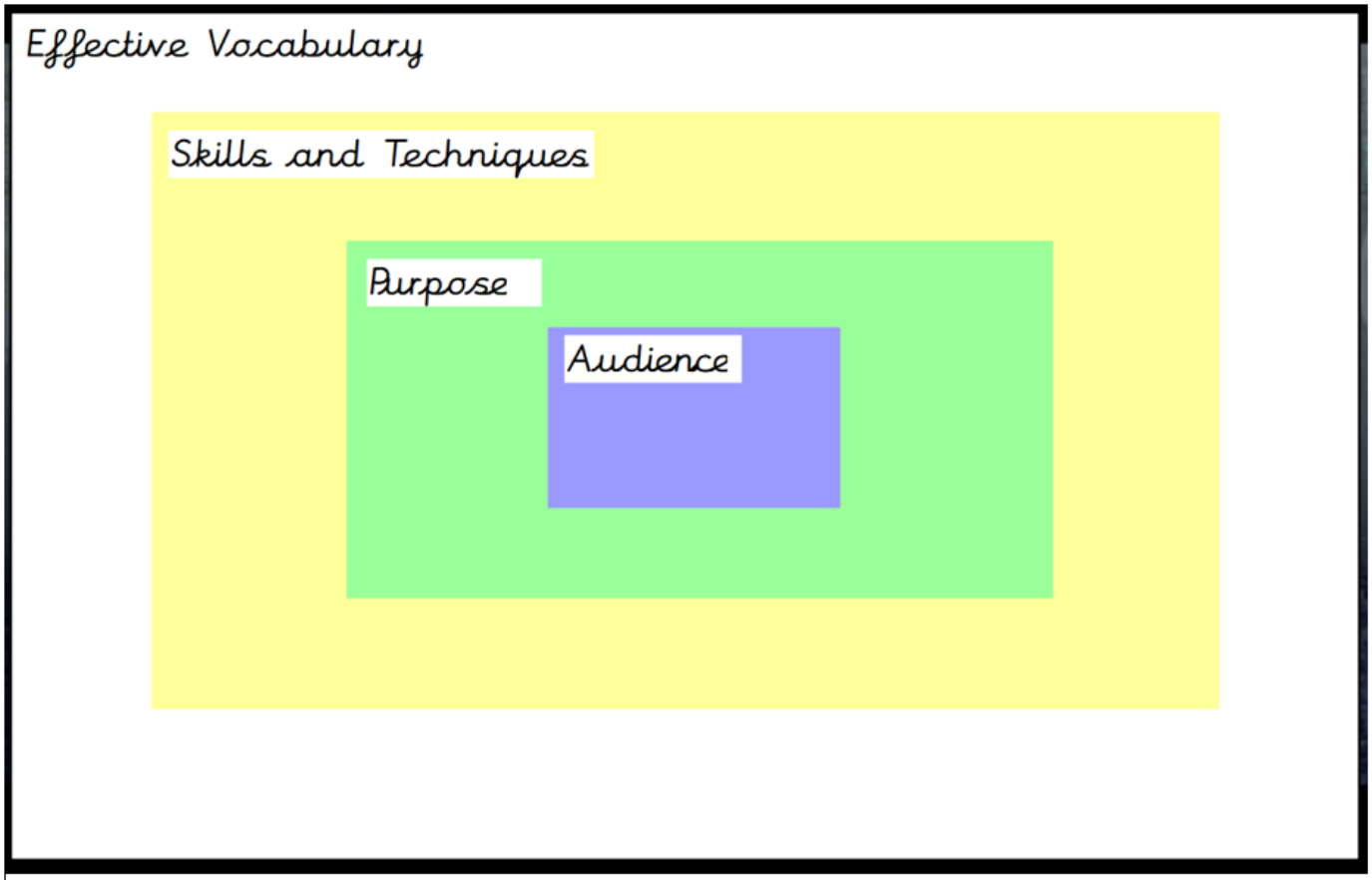
Box Success Criteria



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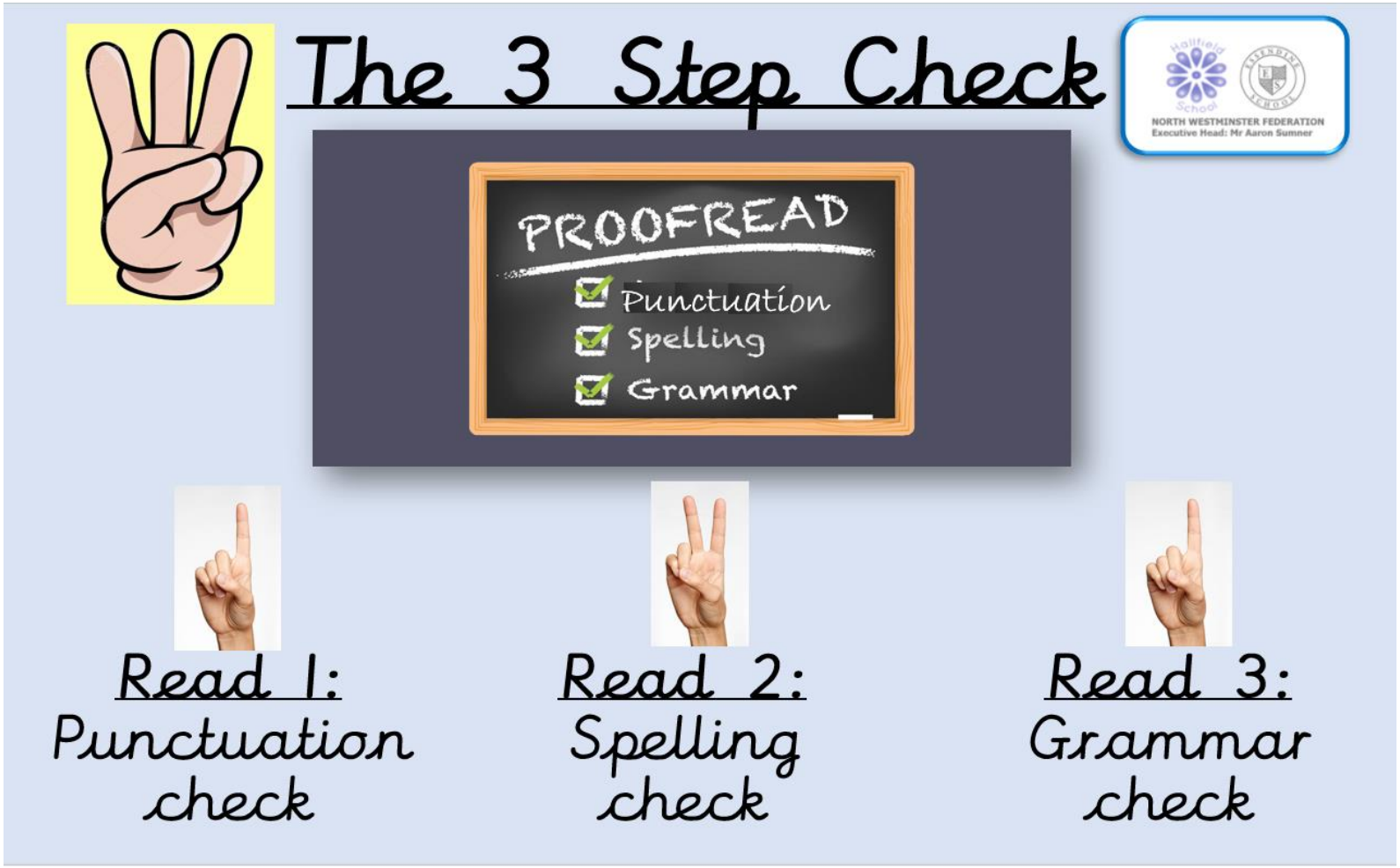

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Guidance for using the framework

This provides a summary for the term's outcomes

Summer Term	Year 1	Writing Curriculum
Overview :	Key Performance indicators:	
Children are sequencing sentences that are using increasingly more detail and with accuracy of basic punctuation. This writing shows phonetically plausible spellings and accurate use of suffixes taught with consistent tense. Children are able to read their own or others to check for accuracy and sense.	Children can: - Spell words containing each of the 40+ phonemes already taught. - Introduce exclamation marks, supported to use in writing. - Checks writing for meaning and sense. - Using a capital letter for names of people, places, the days of the week - Use 'and' to join words and clauses - Consistent in proof reading for spelling (taught phonemes and exception words)	

This provides a list of the minimum expectations for a child in that term

Composition	*Vocab, Punctuation and Grammar*	*Spelling*	*Reading Links*
• Composing more extended sentences orally before writing them. • Sequencing sentences to create short narrative • Sequence sentences to create short pieces of information • Re-reading what has been written to check that it makes sense and editing.	• Demarcating sentences correctly. • Proper nouns accurately demarcated • **some** use of question marks or exclamation marks • Uses 'and' to join clauses and words	• Can spell most of the exception words for the age group. • Consistently adds plural markers • -s, -es marker 3rd person singulary marker for verbs • Adds taught suffixes accurately • Spell most words containing 40 phonemes • Using pre-fix 'un' ***Handwriting and presentation*** • consistent letter sizing and formation including appropriate spacing between words.	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Explain key features of fiction such as characters, title, • Can discuss the use of words in a text such as use of adjectives to describe character, verbs for how the see moves • Make a prediction based on what has been read so far or for example cover of non-fiction (or across text types)

The different areas of the Writing curriculum are broken down by term to support micro progression across the academic year.

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Year 4 Framework for Writing

Autumn Term	**Year 4**	**Writing Framework**
Overview :	Key Performance indicators:	
Children are using appropriate phrases to organise writing and given detail. Language gives detail and emphasis. In narrative, speech is being experimented with, including the introduction of a wider range of punctuation and reported clauses. Children's writing is becoming more coherent for the reader.	Children can: • Securely chooses to use adverbials of time, place, cause and manner • Chooses appropriate nouns and pronouns within and across sentences. • Editing focuses on appropriate pronouns and nouns for cohesion • Independently uses the first three letters of a word to check spellings in a dictionary. • Proposing changes to vocabulary to improve consistency. Identify and discuss structure, vocabulary and grammar of text types studied.	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• Organises paragraphs around a theme such as aspects of Viking life, change in setting. • **Accurately** uses headings and sub-headings to aid presentation • In narratives, creates settings, characters and plot within core text. • Reviews writing for appropriate use of nouns and pronouns for sense and cohesion.	• Makes appropriate adjective and preposition choices to add detail and clarity to nouns. • **Accurately** expresses time, place and cause using conjunctions, adverbs and prepositions. • Use fronted adverbials focus on preposition and time. • **Beginning** to demonstrate the use of other punctuation to mark speech • using varied and rich vocabulary appropriate for year including technical vocabulary. • Chooses an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition. • The use of determiners	• Words ending /ʒə/ • Homophones (*peace/piece, main/mane, fair/fare*) • Prefixes 'in-', 'il-', 'im' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	• Identifying themes and conventions in a wider range of books. • Discussing words and phrases that capture the reader's interest and imagination • Predicting what might happen from details stated and implied • Identifying how language, contributes to meaning • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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Year 4 Framework for Writing

Spring Term	**Year 4**	**Writing Framework**
Overview:	Key Performance indicators:	
Children are beginning to recognise where more standard English and formality is required. They choose to create verses around themes and paragraphs. Characters are developed through dialogue and the use of present perfect adds to this in play scripts. Word choices and phrases are well chosen to give meaning.	Children can: • Extending the range of sentences with more than one clause by using a wider range of conjunctions. This is sustained across writing. • With greater independence paragraphs around a broad theme (time changes, setting changes) • Apostrophes are accurately placed. • Creates characters, setting and plot • Understands the difference between standard and non-standard English. • Proof read for spelling and punctuation. • Discusses and records ideas when planning.	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• Word choices are accurately chosen and appropriate for year 4. • Sentence variation (subordinating conjunctions / fronted adverbials. • Uses paragraphs to organise ideas around a theme for example setting, time. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	• **Accurate** use of the present perfect form of verbs instead of the simple past eg 'the play has been at the Globe for 1 year' • Use some fronted adverbials demarcating **some** with a comma. • Consistency of using appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition • Uses language playfully to exaggerate • Standard English is used appropriately • Apostrophes placed accurately.	• The /g/ sound spelt 'gu' • Words with endings sounding like /tʃə/ spelt '-ture' • Homophones (*scene/seen*, *mail/male*, *bawl/ball*) • Prefixes 'anti-' and 'inter-' • /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'	• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Identifying how language, structure, and presentation contribute to meaning • Identifying themes and conventions in a wider range of books (including poetry)

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Summer Term	**Year 4**	**Writing Framework**
Overview:	Key Performance indicators:	
The audience and reader are kept in mind when writing for: • the degree of formality of English chosen • creating engaging stories with developed characters including through use of speech • sentence structure adds detail and information • choices of paragraphing around themes	Children can: • Using and punctuating direct speech • Fronted Adverbials add detail and add to the fluency of the reading. • Commas after fronted adverbials • Proof reads for spelling and punctuation • Accurate use of standard English for verb inflections • Proposes changes to grammar and punctuation. • Adopts and sustains the appropriate form of writing with guidance. • Suggest and draft paragraphs around a theme: in non-narrative material, using simple organisational devices	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• In narratives, creates settings, characters and plot varied from the original text • Plans by discussing the form of writing (structure, vocab and grammar) • Uses paragraphs to organise ideas around a theme • Consistently uses sentence variation (subordinating conjunctions / fronted adverbials.	• Demarcation of speech using inverted commas and other punctuation appropriate for year 4 • Use varied fronted adverbials for cohesion. • Adverbials to indicate possibility (surely..) • Demarcating fronted adverbials with a comma • Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.	• Words with the /s/ sound spelt 'sc' (Latin) • Suffix '-ly' added to words ending in 'y', 'le' and 'ic' • Revise suffix and prefix words learnt over the phase.	• Identifying themes and conventions in a wider range of books. • Identifying main ideas drawn from more than one paragraph and summarising these • Identifying how language, structure, and presentation contribute to meaning

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