

Y4	Domain: Writing - Composition		
Sentence structure and punctuation		Text structure and organisation	Vocabulary
Develop their understanding of the concepts in Appendix 2 of the statutory requirements. 1.Uses a range of sentence structures <i>e.g. simple, compound and complex</i>. 2.Extend their knowledge of sentence construction by writing compound sentences using a wider range of conjunctions <i>e.g. when, if, because, although etc.</i> 3.Can use a range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences. 4.Chooses nouns and pronouns appropriately for cohesion, clarity and to avoid repetition. 5.Uses fronted adverbials including the correct use of commas <i>e.g. ‘Later that day, I heard the bad news.’ ‘Many years ago Eric sailed to Greenland.’</i> 6.Uses apostrophes to mark plural possession <i>e.g. the girls’ names</i>. 7.Secure use of direct speech punctuation. <i>Inverted commas</i> 8.Uses the correct form of ‘a’ or ‘an.’		1.Openings and closings usually signalled. (May be brief) 2.Some attempt to link paragraphs together across a text. Paragraphs link to an overall theme or purpose although each paragraph might relate to a different point or express different information. <i>E.g. Para1: What is a rainforest. Para 2 Animals in the rainforest. Para 3 What animals eat in the rainforest.</i> 3.Create settings character and plot which are developed across a whole narrative. 4.Pupils’ writing shows language and structural features of the given text-type / genre. <i>E.g. recounts, instructions, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms.</i> 5.Use a rage of organisational devices <i>e.g. sub-headings, bullet points, text layout, ICT, graphic organisers – ‘story mountain’, story mapping.</i>	1.Uses varied descriptive vocabulary in narratives – some of which may be ambitious. 2.Some vocabulary selected for effect and/ or to interest the reader. 3.Uses technical / subject specific vocabulary in non-fiction writing. 4. Can use a simple thesaurus to look for and apply alternatives to ‘overused’ adjectives. For spelling expectations see Appendix 1 National Curriculum Basic learning acquiring and refining skills - emerging Consolidate learning – developing Practise skills Secure learning – applying skills - expected Deeper learning –extending skills exceeding