

Year Four Writing, Grammar, Vocabulary and Spelling – end of year expectations

Phonic & Whole word spelling	Other word building spelling	Handwriting	Transcription
spell further homophones	use further prefixes and suffixes and understand how to add them.	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 in all writing	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
spell words that are often misspelt (Appendix 1)		increase legibility, consistency and quality of handwriting in all writing	
Planning Writing	Drafting Writing	Editing Writing	Performing Writing
compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	organise paragraphs around a theme	assess the effectiveness of their own and others' writing and suggesting improvements	read own writing aloud, to a group or the whole class, using appropriate intonation and control the tone and volume so that the meaning is clear
discuss and record ideas	in narratives, create settings, characters and plot	propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences	
plan by organising paragraphs around a theme			
in narratives, create settings, characters and plot in their planning	in non-narrative material, use simple organisational devices (e.g. headings and subheadings) independently	proofread for spelling and punctuation errors related to spellings and punctuation learnt so far	
in non-narrative material, plan to use simple organisational devices (e.g. headings and subheadings) independently		place possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	
Grammar	Punctuation	Vocabulary	Contexts for Writing
use fronted adverbials	use commas after fronted adverbials	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar at a Year 4 level
understand the difference between plural and possessive -s	indicate possession by using the possessive apostrophe with singular and plural nouns		
choose appropriate pronoun /noun to create cohesion and avoid repetition use the first 2 or 3 letters of a word to check its spelling in a dictionary	use and punctuate direct speech (including punctuation within and surrounding inverted commas)	choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Grammatical Terminology
extended noun phrases, including with modifying adjectives, nouns, and preposition phrases		use conjunctions, adverbs and prepositions to express time, cause, and place in wider writing	determiner, pronoun, possessive pronoun, adverbial
recognise standard English verb inflections (I did vs I done)			

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