

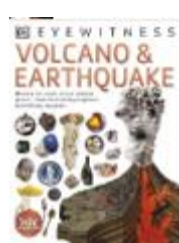
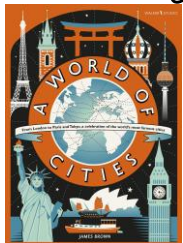


To be a Year 4 writer,  
I will need to...

### How you can help...

Read to your child  
Encourage them to read as much as possible  
Listen to your child read as much as possible  
Practise spellings  
Create writing opportunities  
Encourage your child to talk to you and talk to them

### Key Texts...



Royal Rabbits Escape the Tower of London  
A World of Cities  
The Boy Who Grew Dragons  
Volcano & Earthquake

### Handwriting...

Write neatly and legibly with letters that are all a similar size;

Join some letters;

Deciding which letters to join and which letters not to join;  
Keep my writing lines horizontal and keep the space between lines parallel and consistent;

Keep the down strokes of my writing upright and parallel;

Make sure that descenders of one line do not touch the ascenders of the line below.

### Composition...

Talk about similar pieces of writing, and use these to help them plan my own;

Plan my writing by talking about it or writing down key words;

Use a rich vocabulary and a range of sentence structures to make my writing interesting;

Create settings, characters, and plots for stories

Use simple organisational devices (for example, headings and sub-headings) when writing non-fiction;

Proof-read my writing for spelling, grammar, and punctuation errors;

Read my writing out loud.

## Grammar and Punctuation...

Know the difference between the -s used to show a plural (the cows) and the -'s used to show possession (the cow's field);

Use an apostrophe to show possession with plural nouns, for example, 'the girls' voices' (for more than one girl) rather than 'the girl's voices' (for just one girl);

Use Standard English verbs, for example, 'I wasn't doing anything';

Write longer noun phrases that include adjectives (for example, green, fast), nouns (frog, train), and prepositional phrases (on the lily-pad, after this one), for example 'the green frog on the lily-pad' or 'the fast train after this one';

Use fronted adverbials to start a sentence by describing the verb, for example, 'Suddenly, the door opened.' Or 'Before we set off, fasten your seatbelt';

Use paragraphs to organise my ideas;

Choose when to use a noun (the girl, our group, the idea) or a pronoun (she, we, it) to make my writing easy to read;

Use inverted commas when writing speech.

## Spelling...

How to use a dictionary to check my spelling

To spell many homophones correctly: Year 3 and 4

Homophones list: accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's;

Spell more words with prefixes including words beginning with dis-, mis-, in-, re-, im-, sub-, inter-, super-, anti-, auto-;

Spell more words with suffixes and other endings, including words ending -ation, -ly, -sure, -ture, -sion, -ion, -ous, -tion;

Words with unusual spelling such as ch for /k/, gue for /g/ and que for /k/, sc for /s/ and ei, eigh, and ey for /ay/;

Use the possessive apostrophe with regular and irregular plurals, for example the children's lunch, the girls' shoes;

To spell the words in the Spelling word list for Year 3 and Year 4.