

WRITING IN YEAR 4



Miss Dale



WRITING AT FORTY HILL



By the time children leave Forty Hill CE Primary we expect our pupils to be able to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding, in a range of situations. This will enable them to be 'fulfilled, healthy and successful' in further education and the wider world.

At Forty Hill CE School, we believe learning to write is one of the most important things that a child at primary school will learn. Not only do children use their writing in almost all other subjects of the curriculum but good writing also gives children a voice to share their ideas, opinions and imagination with the world.



HOW DO WE TEACH WRITING?



- ❖ Literacy lessons will use a range of creative approaches to support the pupil's understanding and exploration of the text, such as drama, hot-seating, story maps, speaking and listening tasks, visits to settings, illustration, debates or research.
- ❖ In addition to these creative approaches, there is consistent teaching of the structure and features of different text types with a link to the grammar and punctuation needed to making their independent writing successful.
- ❖ This will involve looking at good examples of the text type, identifying the key features, creating toolkits for writing, teacher modelling and time to draft, edit and publish where appropriate.

Omit as appropriate

- ❖ KS2 Building on their phonics skills, children will be taught spelling rules and patterns using the suggested scheme from the Local Authority which covers the key objectives from the National Curriculum. There are spelling lists for each year group and these will be incorporated into spelling lessons and used for cursive handwriting practice to reinforce letter order, patterns and rules.

WHAT DOES A YEAR 4 WRITER LOOK LIKE?

We use Objectives from the National Curriculum to give a basis on what Year 4 children should be including in their writing.

Transcription	I can use prefixes and suffixes and understand how to add them.
Transcription	I can spell homophones.
Transcription	I can spell words that are often misspelt.
Transcription	I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
Transcription	I can use the first two or three letters of a word to check it's spelling in a dictionary.
Transcription	I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left <u>unjoined</u> .
Handwriting	I can increase the legibility, consistency and quality of my handwriting [for example, by ensuring that the <u>downstrokes</u> of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Composition	I can plan my own writing by discussing writing similar to that which I am planning to write. This helps me to understand and learn from it's structure, vocabulary and grammar.
Composition	I can plan my writing, discussing and recording ideas.
Composition	I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Composition	I can draft and write by organising paragraphs around a theme.
Composition	I can draft and write narratives, creating settings, characters and plot.
Composition	I can draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings].
Composition	I can evaluate and edit by assessing the effectiveness of my own and others' writing and I can suggest improvements.
Composition	I can evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Composition	I can proof-read for spelling and punctuation errors.
Composition	I can read aloud my own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

WHAT DOES A YEAR 4 WRITER LOOK LIKE?

We use Objectives from the National Curriculum to give a basis on what Year 4 children should be including in their writing.

VGP	I can extend a range of sentences with more than one clause by using a wide range of conjunctions, including when, if, because and although.
VGP	I can present the perfect form of verbs in contrast to the past tense.
VGP	I can choose nouns or pronouns appropriately for clarity and cohesion and avoid repetition.
VGP	I can use conjunctions, adverbs and prepositions to express time and cause.
VGP	I can use fronted adverbials.

VGP	I can learn selected grammar for years 3 and 4.
VGP	I can indicate grammatical and other features by using commas after fronted adverbials.
VGP	I can indicate possession, using the possessive apostrophe with plural nouns.
VGP	I can indicate grammatical features.
VGP	I can punctuate direct speech.
VGP	I can use and understand selected grammatical terminology accurately and appropriately when discussing my writing and reading.

WHAT DOES A YEAR 4 WRITER LOOK LIKE?

A Year 4 writer can...

- Compose sentences with more than one clause (a main clause and a subordinate clause) using a variety of conjunctions to join and extend
- Use interesting and varied ways to begin sentences, including fronted adverbials
- Begin to write sentences of varied length for effect
- Use figurative language to enrich their writing where appropriate, including simile and metaphor
- Begin to adapt their style to suit purpose and audience
- Use a range of punctuation marks accurately . ? ! , () “ ”
- Use consistently and correctly joined handwriting



DIFFERENT TYPES OF TEXTS WRITTEN

Information leaflets

Persuasive leaflets

Non-chronological reports

Explanation texts

Newspaper reports

Letters and diaries

Poetry

Narratives – myths and legends, stories
set in fantasy settings



OTHER OPPORTUNITIES TO DEVELOP WRITING

At School:

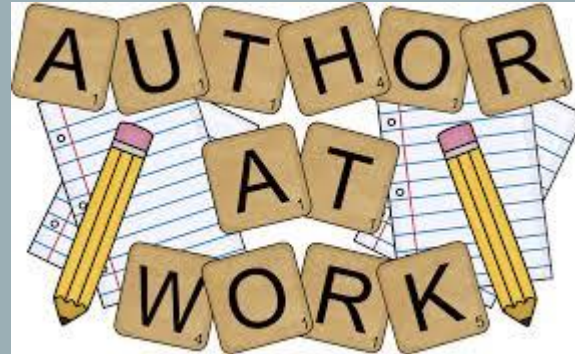
- ❖ Arts Trophy Competition
- ❖ World Book Day
- ❖ Prayers for Services
- ❖ Applications for pupil jobs
- ❖ Book reviews



ACTIVITIES TO SUPPORT WRITING AT HOME

- Sensory walks
- Sentence starters
- Postcards
- Thank you letters
- Invitations
- Shopping Lists
- Different Endings
- Birthday poems
- Diaries
- Toy or pet adventures

<http://www.pobble365.com/a-dangerous-pet/>



WRITING ACTIVITY!

LO: to write a setting descriptive using a range of ways to begin sentences

This activity gives the children the opportunity to practise different ways to begin sentences. It also provides them with the chance to write sentences of varied length and structure in order to create interest / tension / excitement and to be creative with how they organise their sentences to create an effective setting description. Children need to be familiar with adjectives, adverbs and prepositions and how they are used.

Nouns

grave stones tombs steps
figure grass trees moon
moonlight sky night clouds
wind bats fox darkness
shadows loneliness emptiness
silence mist

Similes and metaphors

A blanket of mist

like a row of crooked teeth

branches like black fingers twitching
in the darkness

like an inky, dark curtain hanging
above the moon

Adverbs

Suddenly anxiously nervously mysteriously ominously eerily

Adjectives eerie dark gloomy misty sinister
mysterious inky black ghostly terrifying creepy
spooky shadowy murky menacing vast pale
silver



Verbs ing or ed endings

Figure - climb, stagger,
stumble, pant, moan, groan

Mist - swirl, creep, dance

Shadows - loom, lurk

Trees / grass - rustle, sway

Wind - howl, screech, scream

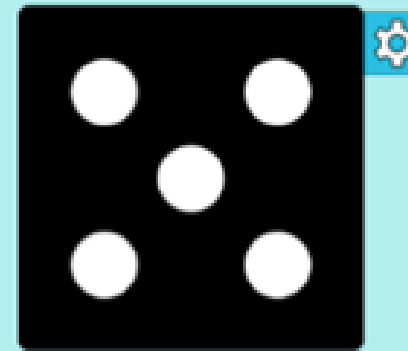
Bats - skitter, float, fly

Clouds - hang, hover, float

Noises / sounds - fill, pierce,
shatter

YOUR TURN!

Roll a 1...	...Use a preposition Under the stars, Tom waited nervously.
Roll a 2...	...Use a verb Waiting for the others, Megan stared up at the sky.
Roll a 3...	...Use an adverb Cautiously, she removed the bandage.
Roll a 4...	...Use a simile or metaphor Like a fish, she dived in. She was a tree amongst shrubs.
Roll a 5...	...Use an adjective and noun Silver cobwebs spanned the corridor
Roll a 6...	...Use a short sentence We waited.



Rolled number	Sentence:
2	<u>Gasping for breath</u> , the mysterious figure staggered up the stone steps.
1	<u>Around the tombstones</u> , the eerie white mist swirled and danced.
4	<u>The gravestones were crooked teeth</u> , poking from the earth. <u>Like a thick, black curtain</u> , the clouds hung above the vast, pale moon.

Around the tombstones, an eerie white mist swirled and danced.

Gasping for breath, the mysterious figure staggered up the stone steps.

Silver moonlight illuminated the gloomy graveyard.

He stopped.

Like rows of crooked teeth, ancient tombstones stuck out of the ground.

Anxiously, he peered around him, his eyes searching the dark shadows.

Thick, inky clouds hung above the moon like a curtain waiting to drop.

THANKYOU FOR COMING!

