

Year 4 Writing Focus: Sentence Structure

Year 3 Summer	Autumn	Spring	Summer
Continued use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write sentences using co-ordinating conjunctions and subordinating conjunctions (starting with the main clause + subordinate clause as well as subordinate clause + main clause, using a comma) • Demonstrate correct and consistent choice of present and past tense throughout writing • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (eg, before, after, during, in, because of).	Consolidation of Y3 • Continued use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write sentences using coordinating conjunctions and subordinating conjunctions (starting with the main clause + subordinate clause as well as subordinate clause + main clause, using a comma) • Demonstrate correct and consistent choice of present and past tense throughout writing • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (eg, before, after, during, in, because of). Introduction to inverted commas to punctuate	Continued use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write sentences using coordinating conjunctions and subordinating conjunctions (starting with the main clause + subordinate clause as well as subordinate clause + main clause, using a comma) • Demonstrate correct and consistent choice of present and past tense throughout writing • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (eg, before, after, during, in, because of). • Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play). • Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). • extending the range of sentences with more than one clause by using a wider	Continued use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write sentences using co-ordinating conjunctions and subordinating conjunctions (starting with the main clause + subordinate clause as well as subordinate clause + main clause, using a comma) • Demonstrate correct and consistent choice of present and past tense throughout writing • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (eg, before, after, during, in, because of). • Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play). • Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).

• Introduction to inverted commas to punctuate direct speech. New learning: • Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play). • Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).	direct speech. • Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play). • Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). New learning: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Noun phrases expanded by the addition of modifying adjectives, nouns, preposition phrases and quantifiers	range of conjunctions, including: when, if, because, although • Noun phrases expanded by the addition of modifying adjectives, nouns, preposition phrases and quantifiers New learning: • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!").	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Noun phrases expanded by the addition of modifying adjectives, nouns, preposition phrases and quantifiers • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!"). New learning: • Fronted adverbials (e.g. Later that day, I heard the bad news.) • Use of commas after fronted adverbials. • Appropriate choice of pronoun or noun within and across sentence
• Use of paragraphs to organise ideas around a theme. • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)			
On-going Skills			
Dictation: • Write from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting: • 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.			

	• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <u>Composition:</u> • plan their writing by: - o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - o discussing and recording ideas • draft and write by: - o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 - o organising paragraphs around a theme - o in narratives, creating settings, characters and plot - o in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: - o assessing the effectiveness of their own and others' writing and suggesting improvements - o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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Progression in spelling rules mapped following Grammarsaurus scheme

Handwriting progression for specific letters and families planned following Letter Join Scheme