



How to Help - Writing

Year 4

Thursday 23rd January 2020



This session will include:

- Year 4 Writing Expectations
- Handwriting
- Sentence structure
- Punctuation
- Spelling
- Opportunities to write at home
- Vocabulary
- Reading
- Speaking and listening
- Tips
- Websites – games and resources to help your child at home

Year 4 – Writing Expectations

WTS – Working towards – Beginning/Developing



Writing Standards Moderation Grid: Year 4



+

4 Working Towards the Expected Standard (WTS)

Objective		Evidence (date)				
W1	I can draft, redraft and edit my sentences.					
W2	I can use capital letter, full stops, commas, question marks and exclamation marks correctly.					
W3	I can use expanded noun phrases and adverbs.					
W4	I can use subordinating conjunctions. (e.g. after, when, if, that, even though, because, until, since)					
W5	I can use capital letters, full stops, question marks, exclamations marks, commas, contractions and inverted commas mostly correctly.					
W6	I can spell a variety of year 3/4 words correctly.					
W7	I can form my letters correctly in the appropriate size most of the time.					



EXS – Working at Year 4 - Expected

4 Working at the Expected Standard (EXS)					
Objective		Evidence (date)			
E1	I can use narrative, factual and recount forms.				
E2	I can use descriptive devices in my writing and incorporate figurative language.				
E3	I can use paragraphs to organise ideas.				
E4	I can use some fronted adverbials of time and place and prepositional phrases.				
E5	I can use a range of conjunctions to make complex sentences. (<i>FANBOYS on A WHITEBUS</i>)				
E6	I can maintain the correct tense where appropriate.				
E7	I can use capital letters, full stops, question marks, exclamations marks, commas, contractions and inverted commas correctly.				
E8	I can spell most year 3/4 words correctly.				
E9	I can use fluent joined handwriting of a correct size.				



GDS – Working above Year 4 – Greater Depth

4 Working at Greater Depth Within the Expected Standard (GDS)					
Objective		Evidence (date)			
G1	I can use cohesive devices to link paragraphs.				
G2	I can balance between speech and description in my writing.				
G3	I can use ambitious vocabulary, drawn from a range of sources, to inform my writing.				
G4	I can use all the expected standard punctuation well and am exploring punctuation for parenthesis and marking clauses.				
G5	I can maintain legibility in joined handwriting when writing at length.				



Handwriting – Neat, joined and cursive at all times!

- In order for your child to reach Expected and Greater Depth by the end of Year 4, it is crucial that they are able to join their letters using joined cursive handwriting
- Get your child to write as often as possible taking short breaks in between ensuring that they are writing neater each time
- Your child could trace over a handwriting sheet to ensure they placing the letters correctly on the line

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by,
Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And ships are tossed at sea,
By, on the highway, low and loud,
By at the gallop goes he,
By at the gallop he goes, and then
By he comes back at the gallop again.

Sentence structure

Two types of conjunctions:

- **co-ordinating conjunctions** (e.g. *and*) link two main clauses together as an equal pair to create a compound sentence. We usually remember these words using the acronym 'FANBOYS'.
- **subordinating conjunctions** (e.g. *when*) introduce a subordinate clause.

– I SAW A WABUB

If

Since

As

When

Although

While

After

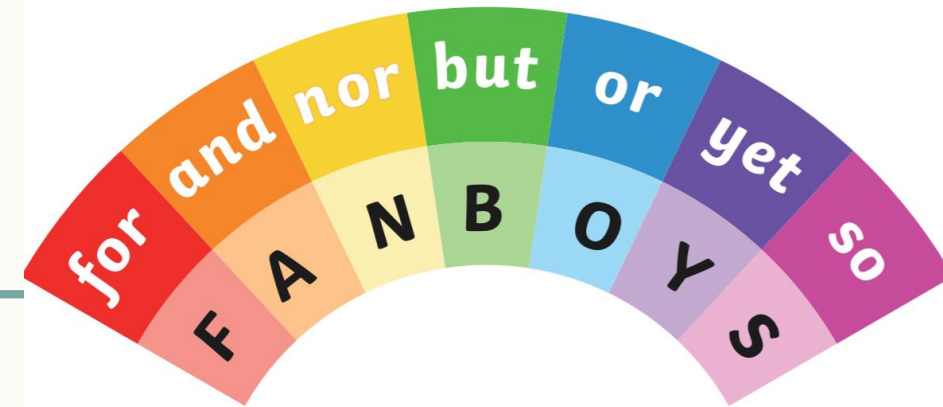
Before

Until

Because

Co-ordinating Conjunctions

There are seven co-ordinating conjunctions. They give equal importance to the words or sentences they connect.





Basic punctuation

- It is necessary to include punctuation in every piece of writing whether it is a letter, poem, story or even an email
- Children will need to ensure they learn how to use punctuation correctly
- It gives the reader an understanding of the meaning of the text and the idea revealed by an author
- Being exposed to different text types as well as reading will help your child become familiar with the more complex forms of punctuation
- In order for your child to achieve greater depth, it is crucial that they are exposing themselves to punctuation such as a parenthesis and semi-colons



Importance of using a colon

I like cooking, my family and my pets.

**I like
cooking my family
and my pets.**



Comma (,)

The Comma (,)

- **The comma is useful in a sentence when the writer wishes to:**
- *pause before proceeding*
- *add a phrase that does not contain any new subject*
- *separate items on a list*
- *use more than one adjective (a describing word, like beautiful)*



Full stop (.)

- **A full stop should always be used to end a sentence. The full stop indicates that a point has been made and that you are about to move on to further explanations or a related point.**
- Less frequently, a series of three full stops (an ellipsis) can be used to indicate where a section of a quotation has been omitted when it is not relevant to the text, for example:
- *“The boy was happy... at the start of his summer holiday.”*

A single full stop may also be used to indicate the abbreviation of commonly used words as in the following examples:

- Telephone Number = Tel. No.
- September = Sept.
- Pages = pp.



Exclamation Mark (!)

- **An exclamation mark indicates strong feeling within a sentence, such as fear, anger or love. It is also used to accentuate feeling within the written spoken word.**

- For example:

- *“Help! I love you!”*

In this way, it can also be used to indicate a sharp instruction

- *“Stop! Police!”*

or to indicate humour

- *“Ha! Ha! Ha!”*

The exclamation mark at the end of a sentence means that you do not need a full stop.

Exclamation marks are a poor way of emphasising what you think are important points in your written assignments; the importance of the point will emphasise itself without a sequence of !!! in the text. An exclamation mark should only be used when absolutely essential, or when taken from a direct quote.



Question Mark (?)

The question mark simply indicates that a sentence is asking a question. It always comes at the end of a sentence:

For example:

– *Are we at the end?*

A question mark also serves as a full stop.



Colon (:)

The colon within a sentence makes a very pointed pause between two phrases. There are two main uses of the colon:

It is most commonly used when listing.

For example:

- *She placed the following items into the trolley: beer, fruit, vegetables, toilet rolls, cereals and cartons of milk.*

Or it can be used within a heading, or descriptive title.

For example:

- *Human Resource Management: Guidelines for Telephone Advisers*



Apostrophe (‘)

The apostrophe, sometimes called an inverted comma has two main uses.

The apostrophe indicates possession or ownership.

For example:

- *The girl's hat was green,* (girl is in the singular).

This shows the reader that the hat belongs to the girl.

- *The girls' hats were green,* (girls in this instance are plural, i.e. more than one girl, more than one hat).

This indicates that the hats belong to the girls.

Another use of the apostrophe is to indicate where a letter is omitted = contractions:

For example:

- *We're going to do this course.* (We are going to do this course.)
- *Isn't this a fine example of punctuation?* (Is not this a fine example of punctuation?)
- *The time is now 7 o' clock.* (The time is now 7 of the clock)



Inverted commas (“ ”)

Quotation or speech marks are used to:

- To mark out speech
- When quoting someone else's speech

For example:

- My grandpa said, *"Share your chocolates with your friends."*
- *"George, don't do that!"*
- *"Will you get your books out please?"* said Mrs Jones, the teacher, *"and quieten down!"*

Year 3 and 4 Common Exception Words



Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Opportunities to write at home

- *Write short stories*
- *Diary entries*
- *Special book – to record in/write stories*

Help your child publish their writing.

- Share his/her writing with others, place it on the refrigerator or encourage them to write for kids' magazines. When your child's writing is published in a children's book, he/she will be on her way to becoming a lifelong writer and author.





Vocabulary notebook with definitions

- Keep a record of unfamiliar words when reading
- Ensure your child knows the correct pronunciation of the word
- Try to have a short definition alongside the word inside the vocabulary book
- Children to use their vocabulary book to up-level their writing in English



Read, Read, Read!

- **Writing needs to flow** - If your child reads good books, he/she will be a better writer
- Reading exposes children to general vocabulary, word study and content-specific vocabulary
- Through reading, students see a variety of authors' techniques that they can use in their own writing
- It is highly recommended that your child is reading a range of genres to expose them to different language and text types – give your child the opportunity to visit the library regularly



Speaking and Listening

- There is evidence to say that by helping children to develop on their spoken ability will support their development in their writing abilities – effective oral communication
- It is important children are constantly reading over their work to ensure their work is making sense – children need to be aware of past, present and future tense
- By providing opportunities for children to improve their speaking and listening skills raises their reading potential. Studies have shown that developing speaking skills helps to retain subject-specific knowledge.
- Ask questions...whether your child is reading, doing their homework or watching television – ask questions...it is important that they are able to verbally articulate what they know before writing
- Ask specific questions about your child's writing such as: "How did that happen?" "How did that make you feel?" "Can you tell me more about that...?" "What are some other words you could use to describe...?"



Year 4 – Tips

Encourage writing at home

- Reading is key! Regular reading is a stepping stone to better writing and helps kids' strengthen their writing skills
- Make it Fun!
- Create Writing Worksheets
- Write Letters - Encourage your child to write letters to friends or family members
- Encourage Journals writing/diaries - plan an outing - Encourage them to write in it as much as possible. Make it a part of his or her daily routine.
- Create a Writing Space – Set aside a little corner in your house that is completely devoted to writing. Having an area dedicated solely to writing will help free your child from distractions so he or she can focus on practicing writing skills.



Websites

- Handwriting - <https://www.kidzone.ws/cursive/>
- Punctuation game - <https://www.topmarks.co.uk/english-games/7-11-years/punctuation>
- Punctuation splat - <http://www.funenglishgames.com/grammargames/punctuation.html>
- Sentence structure games - <https://www.turtlediary.com/games/sentences.html>