

Year 4 Writing Ladders



Area of Study		Year 4
Transcription (Spelling)	Phonic & Whole word spelling	<ul style="list-style-type: none"> • Consolidate rules and patterns covered in Y3. • Spell words with the /s/ sound spelt sc (science, muscle). • Spell words ending with the /g/ sound spelt -gue (rogue) and words ending in the /k/ sound spelt -que (plaque). • Spell homophones - scene/seen, ball/bawl, berry/bury. • Spell homophones - knot/not, missed/mist, rain/rein/reign. • Spell homophones - weather/whether, whose/who's, medal/meddle, affect/effect.
	Other word building spelling	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary
	Transcription	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Handwriting	Handwriting	<ul style="list-style-type: none"> • 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
Writing	Context for Writing	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	Drafting Writing	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot

		<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices
	Editing Writing	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors
	Performing Writing	<ul style="list-style-type: none"> 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.
Vocabulary, Grammar and Punctuation	Vocabulary	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
	Grammar	<ul style="list-style-type: none"> using fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion
	Punctuation	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas)
	Grammatical Terminology	determiner, pronoun, possessive pronoun, adverbial