

Year 4 Writing Framework (Sept 2025)

In Year 4, the terminology introduced in Years 2 and 3 will need further application and consolidation. Children will explore more complex sentence structures, learning to further control subordination and to use commas appropriately for clarity. They will develop their ability to give cohesion and structure to their writing. They will also expand their knowledge of a range of word classes and develop their understanding of different verb forms.

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Handwriting	<p>Writing is legible.</p> <p>Letter and digits consistent in size and form.</p> <p>Writing is spaced sufficiently.</p> <p>Use pens by choice.</p>	<p>Writing is legible.</p> <p>Letter and digits consistent in size and form.</p> <p>Writing is spaced sufficiently.</p>	<p>Writing is legible.</p> <p>Appropriate letters are joined with consistent approach.</p>	<p>Writing is legible.</p> <p>Appropriate letters are joined with consistent approach.</p>	<p>Writing is legible.</p> <p>Appropriate letters are joined with consistent approach.</p>	<p>Writing is legible.</p> <p>Appropriate letters are joined with consistent approach.</p>
Spelling	<p>Words that are homophones.</p> <p>Words with the prefix 'in-' meaning 'not'.</p> <p>Words with the prefixes 'il-', 'im-' and 'ir-'</p> <p>Words with the prefix 'sub-' meaning 'below' or further divided.</p> <p>Words with the prefix 'inter-' meaning 'between or among'.</p>	<p>Words ending in '-ation'.</p> <p>Words ending in '-ation'.</p> <p>Words ending '-ly'</p> <p>Words ending '-lly'</p> <p>Words where 'ch' makes a /sh/ sound</p>	<p>Words ending in '-sion'</p> <p>Words ending in '-ous'</p> <p>Words ending in '-ous' incl. those where 'ge' from the base word remains</p> <p>Words where a suffix is added to words ending in 'y'</p> <p>Words ending in '-ious' and 'eous'</p>	<p>Words where 'au' makes an /or/ sound</p> <p>Words ending in '-tion'</p> <p>Words ending in '-sion'</p> <p>Words ending in '-cian'</p> <p>Words that are adverbs of manner</p>	<p>Words that are homophones</p> <p>Words spelled with 'c' before 'i' and 'e'</p> <p>Words containing 'sol' and 'real'</p> <p>Words containing 'phon' and 'sign'</p> <p>Words with the prefixes 'super-', 'anti-' and 'auto'</p> <p>Words with the prefix 'bi-' meaning 'two'</p>	<p>Words that are plurals with possessive apostrophes</p> <p>Recap of previous spelling rules.</p>
Grammar	<p>Review common and proper nouns, revise vowels and consonants.</p> <p>Use determiners 'a' and 'an' appropriately.</p> <p>Use CL for obscure contexts (shops etc).</p> <p>Range of sentence types with correct punctuation, identify in texts.</p> <p>Revise conjunctions to co-ordinate and sub-ordinate.</p> <p>Revise present perfect and past perfect.</p> <p>Revise inverted commas for direct speech.</p>	<p>Identify and use pronouns to avoid repetition.</p> <p>Discuss noun-phrases in texts.</p> <p>Compose expanded noun-phrases.</p> <p>Identify main clause and subordinate clause, sometimes swap their position.</p> <p>Know a range of 'time connectives'.</p> <p>Revise spelling of regular and irregular past tense verb forms, changing from past to present.</p> <p>Edit sentences which mix tenses.</p> <p>Revise commas in a list.</p>	<p>Ensure correct use of determiners 'these' and 'those'.</p> <p>Find determiners that are quantifiers (e.g. some, every).</p> <p>Identify prepositions.</p> <p>Vary sentence openers by changing the pronouns.</p> <p>Vary sentence types to interest the reader.</p> <p>Use a range of cohesive devices and know how authors have used them (e.g. however, secondly, when)</p> <p>Use fronted adverbials.</p> <p>Identify the tense of an extract. Change from one tense to another.</p>	<p>Vary position of adverbials in a sentence, ensuring correct use of a comma.</p> <p>Explore words that can be more than one word class, depending on context.</p> <p>Experiment with short statements, exclamations and rhetorical questions.</p> <p>Use a range of cohesive devices and know how authors have used them (e.g. however, secondly, when)</p> <p>Write using 1st person and past tense, consistently.</p> <p>Secure spelling of verbs in progressive form.</p>	<p>Identify word class of words in sentences, including prepositions and determiners.</p> <p>Identify possessive determiners (e.g. my, your, her, their).</p> <p>Independently make choices on sentence types.</p> <p>Discuss and evaluate conjunctions in own and others' work, are they effective?</p> <p>Maintain consistency of tense.</p> <p>Practise present and past perfect tenses.</p> <p>Demarcate sentences with increasing accuracy, including range of apostrophes.</p>	<p>Identify word classes in challenging contexts, discuss how effective words are.</p> <p>Write sentences with accurate grammar.</p> <p>Make independent choices when composing sentences, depending on the genre.</p> <p>Read own writing aloud to an audience.</p> <p>Use a variety of verb forms, written and spoken.</p> <p>Use commas to separate main clause from subordinate clause, read aloud to check it makes sense.</p> <p>Use year 4 grammar effectively in writing.</p>

	Identify direct and indirect speech.	Revise apostrophes for regular nouns, introduce for irregular nouns.	Identify 1 st or 3 rd person. Revise apostrophes for contraction and use term 'contracted form'. Edit errors with punctuation. Add punctuation to dictated sentences.	Use commas to separate clauses effectively. Vary use of other punctuation (!, ?).	Add punctuation to dictated sentences.	
Composition	<p>Edit and improve own and peer work.</p> <p>Plan writing using paragraphs.</p> <p>Create settings, characters and plots.</p> <p>Understand genre and identify differences.</p> <p>Know the purpose and audience of their writing.</p> <p>Read and discuss similar texts to consider the effect on the reader.</p> <p>Use vocabulary taken from texts read.</p> <p>Orally rehearse dialogue for effect.</p> <p>Use vocabulary to achieve an intended effect.</p> <p>Assess the effectiveness of their own writing.</p>	<p>Use paragraphs effectively.</p> <p>Edit and improve own and peer work.</p> <p>Effectively plan work.</p> <p>Edit and improve own and peer work.</p> <p>Use headings and subheadings in non-narrative writing.</p> <p>Create settings, characters and plots and describe these effectively.</p> <p>Understand different genres in narrative and use features in our own writing.</p> <p>Write for a specific purpose and audience.</p> <p>Choose vocabulary to create mood and atmosphere.</p> <p>Experiment with word choice and consider the effect.</p> <p>Consider formality within texts and contrast with informality.</p> <p>Read and discuss similar texts to consider the effect on the reader.</p> <p>Orally rehearse dialogue for effect.</p> <p>Read and discuss similar texts to consider the effect on the reader.</p> <p>Orally rehearse dialogue for effect.</p>	<p>Use paragraphs.</p> <p>Edit and improve own and peer work.</p> <p>Explore and write different forms of poetry, considering genre.</p> <p>Create settings, characters, feelings and plots and describe these effectively.</p> <p>Plan writing using paragraphs.</p> <p>Use tenses accurately in writing.</p> <p>Write for a specific purpose and audience</p> <p>Choose vocabulary to create mood and atmosphere</p> <p>Experiment with word choice and consider the effect.</p> <p>Consider formality within texts and contrast with informality.</p> <p>Read and discuss similar texts to consider the effect on the reader.</p> <p>Orally rehearse dialogue for effect.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Vary position of the main clause in sentences.</p>	<p>Use paragraphs.</p> <p>Edit and improve own and peer work.</p> <p>Create settings, characters, feelings and plots and describe these effectively.</p> <p>Plan writing using paragraphs.</p> <p>Explore genres of non-chronological reports and narratives and their features.</p> <p>Use headings and subheadings in non-narrative writing.</p> <p>Explore persuasive texts and apply to our won writing.</p> <p>Write for a specific purpose and audience.</p> <p>Choose vocabulary to create mood and atmosphere.</p> <p>Describe settings or feelings to interest the reader.</p> <p>Experiment with word choice and consider the effect.</p> <p>Read and discuss similar texts to consider the effect on the reader.</p> <p>Orally rehearse dialogue for effect.</p> <p>Vary position of the main clause in sentences.</p>	<p>Edit and improve own and peer work.</p> <p>Choose appropriate nouns and pronouns to improve sentences.</p> <p>Create settings, characters and plots.</p> <p>Plan writing using paragraphs.</p> <p>Use tenses accurately in writing.</p> <p>Explore playscript genres and apply features to own writing.</p> <p>Write for a specific purpose and audience.</p> <p>Understand the genre and write a playscript, including stage direction.</p> <p>Choose vocabulary to create mood and atmosphere.</p> <p>Describe settings or feelings to interest the reader.</p> <p>Consider formality within texts and contrast with informality.</p> <p>Read and discuss similar texts to consider the effect on the reader.</p> <p>Orally rehearse dialogue for effect.</p> <p>Vary position of the main clause in sentences.</p>	<p>Present perfect tense.</p> <p>Edit and improve own and peer work.</p> <p>Choose appropriate nouns and pronouns to improve sentences.</p> <p>Create settings, characters and plots.</p> <p>Plan writing using paragraphs.</p> <p>Use a range of tenses accurately in writing.</p> <p>Explore picture books and use to features in our writing.</p> <p>Write for a specific purpose and audience</p> <p>Choose vocabulary to create mood and atmosphere</p> <p>Describe settings or feelings to interest the reader.</p> <p>Experiment with word choice and consider the effect.</p> <p>Consider formality within texts and contrast with informality.</p> <p>Orally rehearse dialogue for effect.</p> <p>Assess the effectiveness of their own and others' writing and make suggestions to improve.</p>

Vocabulary	Nouns made from verbs using suffixes -ation and -sion (e.g. admiration, decision). Alliteration and similes. Know topic-related vocabulary.	Know the meanings of a range of homophones. Revise and expand understanding of further words with a prefix (e.g. improper, illegal). Discuss adverbials in own and others’ writing.	Refine understanding of less familiar words. Use a dictionary and thesaurus to develop vocabulary.
Standard English	Revise correct subject/verb agreement. Orally use correct forms (e.g. where was/were you?)	Identify and discuss words with a double negative. Model use of standard English in dictated sentences.	Use standard English orally.

End Points for Year 3 & 4

By the end of Year 3 & 4, children at the expected level should...

National Curriculum, 2014.

Transcription
Use further prefixes and suffixes and understand how to add them (English Appendix 1)
Spell further homophones.
Spell words that are often misspelt (English Appendix 1).
Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with Irregular plurals [for example, children’s].
Use the first two or three letters of a word to check its spelling in a dictionary.
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].

Composition
Plan their writing by:

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
discussing and recording ideas

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 (English Appendix 2).
Organising paragraphs around a theme.
In narratives, creating settings, characters and plot.
In non-narrative material, using simple organisational devices [for example, headings and sub-headings].

Evaluate and edit by:

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.
Proof-read for spelling and punctuation errors.
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.