



Littleport Community Primary School
Writing Expectations across the Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Year 4	Handwriting	Ensure handwriting is legible with all upper and lower case letters, capital letters and digits accurately and consistently formed. Ascenders and descenders should be clear, with spaces between words.									
		Continue to ensure that children use horizontal and diagonal joins – continue to develop speed and fluency in handwriting									
	Sentences	Use a mixture of simple, compound and complex sentences (<i>FANBOYS</i> and <i>when, because, if, that, before, after, even though, though, as</i> introduced in year 1, 2 and 3, plus new year 4 subordinating conjunctions as introduced) p. 40 to 43 of TWR useful for consolidating ‘ <i>but, so, because</i> ’ and introducing and consolidating subordination									
		Use all co-ordinating conjunctions – <i>for, and, nor, but, or, yet</i> and <i>so</i>									
		Use <i>even though, though, when, because, if, that, before, after, as</i> (subordination)		Use <i>even though, though, when, because, if, that, before, after, as</i> and introduce <i>since</i>		Use <i>even though, though, when, because, if, that, before, after, as, since</i> and introduce <i>while</i>		Use <i>even though, though, when, because, if, that, before, after, as, since, while</i> and introduce <i>unless</i>		Use <i>even though, though, when, because, if, that, before, after, as, since, while, unless</i> and introduce <i>whenever</i>	
		Write sentences that use conjunctions, adverbs, adverbial phrases and prepositions to express <i>time, place or cause</i> (Introduced in year 2 and 3)									
		Use simple past, simple present, past progressive tense and present perfect tenses consistently and accurately, including some variation where appropriate (consolidate this from years 2 and 3)									
				Write sentences that use fronted adverbial phrases							
						Write sentences that include the use of relative clauses containing <i>who, which</i> or <i>that</i> .					
	Punctuation			Use commas after fronted adverbials and to mark clauses							
		Indicate possession by using the possessive apostrophe with singular and plural nouns (all introduced previously – consolidate)									
		Use and punctuate direct speech with inverted commas and new paragraphs to show a new speaker		Use and punctuating direct speech with inverted commas, a new line for a new speaker, an initial capital letter and a comma, exclamation mark or question mark before the final inverted comma.							
	Planning	Write for a wide range of purposes using the main features identified in reading, adapted for audience, purpose and context.									
Use organisational devices such as headings and sub headings (introduced in year 3)											
Use paragraphs to organise ideas and information. Sequence paragraphs (introduced in year 3)											
Make links within and between paragraphs. (eg by using pronouns, adverbial phrases or conjunctions) – introduced in year 3											
Plan and organise whole texts logically.		Plan a clear direction for writing, including clear openings and closings.									
		Use adverbs and adverbial phrases of time, place and number link ideas across paragraphs. (eg <i>Early that morning, Arriving promptly at school, Initially</i>)									
				Choose pronouns and nouns to aid cohesion and clarity and to develop links within paragraphs. Choose tenses to build cohesion within and across paragraphs. (eg <i>He had seen her before.</i>)							



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	Vocabulary Choices	Use techniques used by authors to create settings and characters, using (for example) adverbs (introduced in year 2, preposition phrases (introduced in year 3) or expanded noun phrases (introduced in year 1)	
			Use adjectives, adverbs and expanded noun phrases modified by some relative clauses (eg the indigo butterfly that fluttered past my window) and prepositional phrases (eg the disfiguring scar on his face) to give detail and add interest.
			Use figurative language for effect (eg alliteration, similes, metaphors)
			Select vocabulary and grammatical structures to reflect the level of formality required (e.g standard English forms of verbs instead of local spoken forms - We were not We was).