



Helping your child at home with writing- Year 4

Under the new National Curriculum, the teaching and assessment of writing at Baldwins Hill Primary School will be based around the key areas of Spelling, Handwriting/Presentation, the Writing Process and Vocabulary, Grammar and Punctuation.

To be able to say that your child is working at the level expected for their year group, they must be able to meet all of the key expectations.

Within the new curriculum, there is a clear focus on driving up standards in spelling, handwriting and the correct use of vocabulary and grammar. These higher expectations mean that we will be challenging our children to achieve more; please help us to ensure that your child has the best opportunity of tackling these new challenges with confidence by supporting their learning in English.

Year	Spelling	Handwriting/Presentation	Writing Processes	Vocabulary, Grammar and Punctuation
4	<p>In Year 4, children will continue to develop their knowledge of spelling patterns.</p> <p>They will be able to spell all of the words from the Year 3/4 Spelling List.</p> <p>They will be able to use the possessive apostrophe with plural words (e.g. <i>girls'</i>, <i>boys'</i>, <i>babies'</i>, <i>children's</i>, <i>men's</i>, <i>mice's</i>)</p> <p>Knows and uses the correct spelling of homophones or near-homophones (words which sound alike but have different meanings) e.g. <i>accept/except</i>, <i>affect/effect</i>, <i>ball/bawl</i>, <i>berry/bury</i>, <i>brake/break</i>, <i>fair/fare</i>, <i>grate/great</i>, <i>groan/grown</i>, <i>here/hear</i>, <i>heel/heal/he'll</i>, <i>knot/not</i>, <i>mail/male</i>, <i>main/mane</i>, <i>meat/meet</i>, <i>medal/meddle</i>, <i>missed/mist</i>, <i>peace/piece</i>, <i>plain/plane</i>, <i>rain/rein/reign</i>, <i>scene/seen</i>, <i>weather/whether</i>, <i>whose/who's</i></p> <p>They will be able to use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>They will be able to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Handwriting will be neat and joined and improving from Year 3</p>	<p>Children will be confident and accurate writers.</p> <p>They will organise the content of paragraphs (usually around a theme).</p> <p>They will be able to read aloud their own writing using appropriate intonation.</p> <p>They will be able to suggest changes to the grammar and vocabulary they have used to improve consistency, e.g. the accurate use of pronouns in sentences</p> <p>They will be able to expand sentences by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p>They will be able to add detail by using an adverb at the start of a sentence e.g. <u>Gently</u>, she stroked the injured dog. (Adverbs used at the start of a sentence are called <u>fronted adverbials</u>).</p>	<p>Children will use commas after fronted adverbials (an adverb used at the start of a sentence).</p> <p>Children will use apostrophes correctly to mark singular and plural possession (e.g. the girl's name, the girls' names).</p> <p>Children will use 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!")</p> <p>Children will accurately and appropriately use and understand the following grammatical terminology: <i>determiner</i>, <i>pronoun</i>, <i>possessive pronoun</i>, <i>adverbial</i></p>

Year 4 Overview:

- Children should be spelling common words correctly and using their increasing knowledge of spelling patterns to tackle unknown words with confidence.
- They should have neat, joined handwriting and presentation.
- They should be confident and secure writers who know how to plan and write texts for different purposes.
- They should be regularly checking and correcting their own work and able to make suggestions for improvements.
- They should be able to check and correct other people's work and able to make suggestions for improvements.
- They should be able to use a wider range of punctuation (e.g. speech marks and apostrophes) with accuracy.
- Children must develop their knowledge of grammatical terminology and use it correctly.

Supporting your child at home with writing-

Modelling writing and supporting your child with writing is the best way to inspire them to write.

Encourage them to practise their spellings and to write them into sentences ensuring they are in the correct context.

Some activities you could also try:

1. Write a shopping list for a recipe you will follow
2. Create a dictionary of new words you have learned
3. Write a diary.
4. Make up song lyrics.
5. Write invitations and Thank you cards
6. Write an adventure story
7. Create a new superhero
8. Get a pen-pal



How you can help?

Provide a quiet space where your child can concentrate on their writing.

Be positive! Encourage your child by praising them about work.

Check your child's writing by reading it aloud.

Encourage your child to check their spelling with a dictionary.

Remind your child to check for punctuation.

Challenge your child to choose adventurous vocabulary. Use a thesaurus. Make it fun!

Encourage them to write daily.

Please refer to our Homework Guide for Parents and Carers (See your child's class page)

Please remember: Don't let homework become a chore. Keep it fun and make it a special time that you both look forward to.