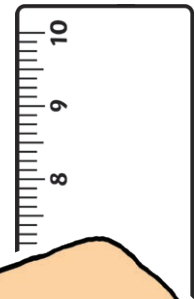
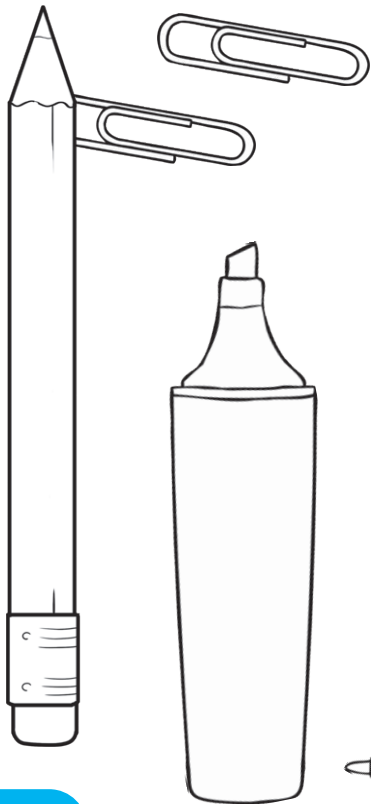
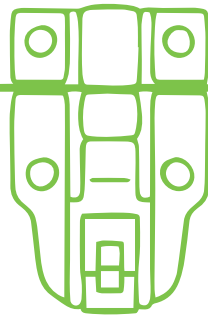
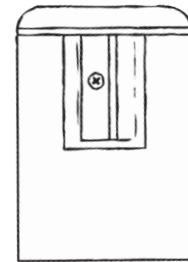
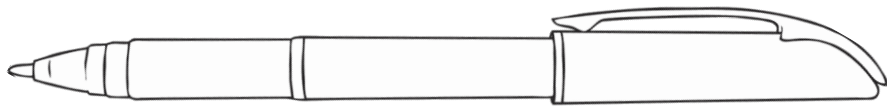
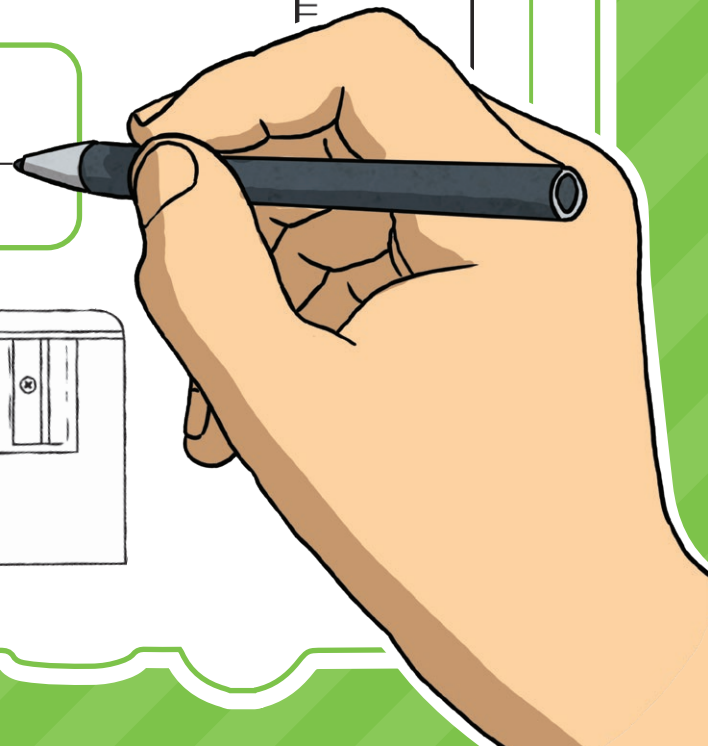


Year 4 Writer's Toolkit



Child's Name: _____



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Conjunctions

when, if, because,
although

Conjunctions
(to express time and cause)

after, before, once,
whenever, because,
since, as

Present Perfect

I **have walked** to my
friend's house.

Past Tense

I **walked** to my
friend's house.

Present Progressive

I **am walking** to my
friend's house.

Inverted Commas

"Hello little kitten,"
I shouted.
I asked, "Are you
sleeping?"

Pronouns

I, you, they, we, me,
him, her, they

Adverbs
(to express time and cause)

always, daily, often,
repeatedly, now, soon

Fronted Adverbial

The day after tomorrow,
I'm visiting my uncle.
Excitedly, the kittens
played.

Past Progressive

I **was walking** to my
friend's house.

**Possessive
Apostrophes**

The kitten's toys
(singular, one kitten)
The kittens' toys
(plural, more than
one kitten)

Present Tense

I **walk** to my
friend's house.

Prepositions
(to express time and cause)

before, after, during,
in, because of

Determiners

the, a few, all, another,
any, both, each, either,
enough

Adjectives

| People | Objects | Good Feelings | Bad Feelings | Size | Time |
|--------------|-------------|---------------|--------------|-----------|---------|
| adorable | bright | brave | angry | big | ancient |
| adventurous | clear | calm | annoyed | colossal | brief |
| aggressive | distinct | cheerful | anxious | enormous | early |
| annoying | drab | comfortable | ashamed | gigantic | fast |
| beautiful | elegant | courageous | awful | great | late |
| caring | filthy | determined | bewildered | huge | modern |
| clumsy | gleaming | eager | bored | immense | old |
| confident | grotesque | elated | confused | large | quick |
| considerate | long | encouraged | defeated | little | rapid |
| excitable | magnificent | energetic | defiant | long | short |
| glamorous | precious | enthusiastic | depressed | mammoth | slow |
| grumpy | sparkling | excited | disgusted | massive | swift |
| happy | spotless | exuberant | disturbed | meagre | young |
| helpful | strange | fantastic | dizzy | mighty | |
| important | unsightly | fine | embarrassed | mini | |
| intimidating | unusual | healthy | envious | minuscule | |
| obnoxious | valuable | joyful | frightened | petite | |
| odd | | pleasant | hungry | puny | |
| talented | | relieved | lonely | short | |

Adverbs

| How? | When? | How Often? | Where? | How Much? | More Useful Adverbs |
|------------------|------------|--------------|------------|------------|---------------------|
| angrily | afterwards | always | above | almost | additionally |
| anxiously | again | annually | around | completely | insufficiently |
| cautiously | beforehand | constantly | away | entirely | hence |
| cheerfully | early | daily | below | little | consequently |
| courageously | lately | hourly | down | much | fittingly |
| crossly | never | monthly | downstairs | rather | appropriately |
| cruelly | now | never | everywhere | totally | suitably |
| defiantly | often | occasionally | here | very | however |
| doubtfully | punctually | often | inside | | |
| elegantly | recently | once | outside | | |
| enthusiastically | soon | regularly | there | | |
| foolishly | then | repeatedly | up | | |
| frantically | today | sometimes | upstairs | | |
| gently | tomorrow | usually | wherever | | |
| gladly | yesterday | yearly | | | |
| gracefully | | | | | |
| happily | | | | | |
| hungrily | | | | | |
| loudly | | | | | |

Nouns

| Abstract | Collective | Concrete | Compound | Pronoun | Proper |
|-------------|------------|----------|--------------|---------|-------------------|
| confusion | bunch | banana | armchair | he | Australia |
| despair | collection | book | childhood | her | December |
| excitement | family | chimney | haircut | him | Friday |
| fear | group | cloud | headphones | his | Jane |
| hate | herd | door | hockey stick | I | London |
| imagination | pack | friend | iceberg | it | Mount Kilimanjaro |
| leadership | pile | plane | output | ours | Mr Smith |
| longing | swarm | snow | suntan | she | Romeo and Juliet |
| love | team | table | toothpaste | them | Taj Mahal |
| peace | | teacher | underground | they | Titanic |

Verbs

| Movement | | Voice | Objects | Emotion | Sense | Thought | More Useful Verbs |
|----------|---------|---------|---------|---------|---------|-------------|-------------------|
| bounce | run | giggle | bend | admire | caress | comprehend | change |
| carry | shake | hum | break | bawl | eat | conceive | collect |
| collapse | skip | laugh | burn | blubber | feel | contemplate | design |
| crawl | sneak | rap | control | cry | hear | daydream | focus |
| dance | spin | scream | fold | despair | lick | dream | identify |
| dash | split | shout | melt | frown | listen | evaluate | locate |
| drive | stroll | sigh | mend | grin | observe | lament | plan |
| hit | stumble | sing | mould | laugh | smell | meditate | search |
| hop | tap | sob | open | love | sniff | ponder | select |
| hurry | throw | talk | repair | sigh | taste | reflect | suggest |
| jump | trudge | whisper | smash | smile | touch | speculate | |
| leap | turn | yawn | snap | smirk | | think | |
| live | walk | | stretch | tremble | | visualise | |
| pull | wander | | throw | weep | | wonder | |
| push | wave | | twist | wince | | | |
| roll | wind | | | | | | |
| rotate | zoom | | | | | | |

| | | | | | | | | |
|----------|-----------|-----------|----------|-----------|------------|-----------|-----------|-----------|
| shouted | | called | | whispered | | mentioned | | announced |
| | mumbled | | uttered | | whined | | argued | |
| chanted | | moaned | | yelled | | grumbled | | exclaimed |
| | retorted | | murmured | | screached | | responded | |
| cried | | chattered | | chuckled | | giggled | | wailed |
| | explained | | demanded | | complained | | babbled | |
| bellowed | | asked | | replied | | answered | | roared |
| | replied | | lied | | pleaded | | stated | |
| cackled | | yawned | | boasted | | gasped | | stammered |
| | stormed | | voiced | | sobbed | | screamed | |
| observed | | howled | | pestered | | queried | | recited |
| | sighed | | groaned | | grunted | | shrieked | |
| ranted | | thundered | | reported | | uttered | | remarked |

A noun is a thing, person or idea. An expanded noun phrase provides extra information about the noun. You can use a determiner, adjectives and a prepositional phrase within your expanded noun phrase to describe and specify details about the noun.

Use the boxes below to plan out and construct an expanded noun phrase, such as: *the fierce, ugly troll beneath the bridge.*

| Determiner | | Adjectives | | Noun | | Prepositional Phrases | |
|--|-------|---|-------------|---|-------------|--|--|
| A determiner is a word which comes before a noun or any modifiers, such as adjectives. They introduce the noun and give the reader important information about it. | | Adjectives are words which describe a noun. You can use two adjectives to describe a noun but they must be separated by a comma, e.g. the huge, hairy spider. | | The noun is the thing, person or idea that the expanded noun phrase is about. | | A preposition is a word which indicates place or direction. A prepositional phrase usually includes a preposition and a noun or a pronoun. | |
| the | our | colourful | obnoxious | socks | paper | beside the river | |
| a | your | gigantic | mischievous | bus | lettuce | near the town | |
| an | five | miniature | crumpled | engine | caravan | in the water | |
| my | some | pristine | ecstatic | bottle | tongue | during the night | |
| these | many | dilapidated | muscular | television | Linda | through the winter | |
| her | those | ancient | rectangular | pond | imagination | this evening | |
| | | | | custard | | on the table | |
| | | | | | | between the houses | |
| | | | | | | underneath the waterfall | |
| | | | | | | before morning | |
| | | | | | | towards home | |

Fronted adverbials are words, phrases or clauses at the beginning of a sentence which are used to describe the action that follows.

| Time | Frequency | Place | Manner | Possibility |
|-------------------------|-------------------|------------------------------|----------------------|---------------------------------------|
| Afterwards, | Often, | Above the clouds, | Sadly, | Almost unbelievably, |
| Already, | Again, | Below the sea, | Slowly, | Much admired, |
| Always, | Daily, | Here, | Happily, | Nearly asleep, |
| Immediately, | Weekly, | Outside, | Awkwardly, | Quite understandably, |
| Last month, | Fortnightly, | Over there, | Bravely, | Really happily, |
| Now, | Yearly, | There, | Like a ..., | Perhaps, |
| Soon, | Sometimes, | Under the ground, | As quick as a flash, | Maybe, |
| Yesterday, | Rarely, | Upstairs, | As fast as he could, | Just arrived, |
| Today, | Every second, | In the distance, | Without a sound, | Certainly amused, |
| Tomorrow, | Twice a year, | Between the sea and the sky, | Without warning, | Obviously angry, |
| Next year, | Once a minute, | Everywhere she looked, | Unexpectedly, | Definitely confused, |
| In January, | Once, | Around the tent, | Unfortunately, | Completely exhausted, |
| On Tuesday, | Once or twice, | Back at the house, | Suddenly, | Barely alive, |
| In the morning, | Three times, | Nearby, | Mysteriously, | Out of breath, |
| After a while, | Constantly, | Down by the cliffs, | Frantically, | Decidedly unimpressed, |
| As soon as she could, | Regularly, | Behind the shed, | Anxiously, | Perfectly confident, |
| Before long, | Frequently, | In the wooden box, | Courageously, | Positively trembling with excitement, |
| All of a sudden, | Infrequently, | Over my bed, | Silently, | Purely practically, |
| In the blink of an eye, | Occasionally, | Somewhere near here, | Curiously, | Somewhat flustered, |
| Just then, | Rarely, | Far away, | Nervously, | Utterly joyous, |
| Eventually, | Never in my life, | Wherever they went, | Rapidly, | Totally overwhelmed, |
| Later, | Never before, | North of here, | Carefully, | |

-ly Openers to Build Tension

Cautiously creeping down the pathway,

Swiftly running for cover,

Calmly working out their escape route,

Horrifically wounded and barely breathing,

Desperately looking for a way out,

Frustratingly coming to another dead end,

Exhaustedly hammering on the front door,

Bewilderedly searching for daylight,

Ridiculously lost and running out of time,

Ferociously growling at the helpless sisters,

Aggressively brandishing her weapon,

-ly Openers to Convey Characters' Feelings

Embarrassingly late again,

Shockingly moved by the harrowing story,

Excitedly tearing open her Christmas presents,

Disappointedly finishing last in the race,

Gleefully skipping into school,

Proudly watching the children playing,

Regrettably informing the passengers,

Critically glaring around the room,

Furiously scolding the workers,

Nervously walking up to the front,

Miserably packing up her things,

-ly Openers to Describe Settings

Strikingly beautiful,

Gradually appearing through the trees,

Unimpressively early,

Lusciously moist and teeming with wildlife,

Vividly bright and colourful,

Perfectly warm and comfortable,

Terribly later than planned,

Stunningly impressive,

Shockingly cold and windy,

Magnificently imposing and bathed in sunlight,

Extravagantly decorated and luxurious,

-ly Openers to Add Action

Silently moving through the dead of the night,

Athletically sprinting for the bus,

Noisily slurping his milkshake,

Painfully limping on her twisted ankle,

Boisterously play-fighting,

Restlessly fidgeting in her seat,

Pathetically shuffling along the road,

Hurriedly getting dressed,

Carefully avoiding the giant spider webs,

Comically rolling out of bed,

Abruptly coming to a standstill,

| -ed Openers to Build Tension | -ed Openers to Convey Characters' Feelings | -ed Openers to Describe Settings | -ed Openers to Add Action |
|--|---|---|---|
| Stunned by the deafening sound, | Disappointed with their efforts, | Streaked with yellow and orange, | Wounded and fatigued, |
| Petrified that he was alone, | Relieved to hear good news, | Stained and crumpled, | Soaked to the skin, |
| Locked up deep inside the castle, | Terrified at the sight of the beast, | Encrusted in gold, | Depleted of energy, |
| Buried under all the rubble, | Aggrieved that they had been tricked again, | Crammed full of people, | Weakened and moving very sluggishly, |
| Excited at what was about to unfold, | Thrilled with her birthday presents, | Scattered with sunlight, | Revitalised and with a new lease of life, |
| Unprovoked, dangerous and ready to pounce, | Exasperated and ready to give up, | Littered and polluted, | Staggered and stunned as he ran through the jungle, |
| Tormented by the horrifying monster, | Shocked to the core, | Dirtied and cracked, | Lined up carefully in order, |
| Dazed and confused as he regained consciousness, | Energised after a good meal, | Covered in grime, | Marched along the corridor like soldiers, |
| Abandoned and frightened, | Hypnotised by her beauty, | Infused with a wonderful aroma, | Dragged by their collars to the headmistress, |
| Filled with anxiety and dread, | Frustrated to discover yet another dead end, | Multicoloured and magnificent, | Crushed in a heap on the floor, |
| Blinded by the dazzling lights, | Saddened at the news, | Adorned with beautifully decorated walls, | Huddled together, |

-ing Openers to Build Tension

Advancing towards them,
 Stopping dead in his tracks,
 Doubting they would be able to escape,
 Suspecting the worst,
 Hearing a curious sound,
 Looking behind her,
 Anticipating his next move,
 Hoping to get out alive,
 Fearing their answer,
 Holding his breath,
 Seizing their opportunity,
 Searching for the way out,
 Clutching it tightly,

-ing Openers to Convey Characters' Feelings

Screaming in pain,
 Crying with laughter,
 Smiling through gritted teeth,
 Feeling exhausted,
 Gaspng for air,
 Trembling with fear,
 Fighting back her tears,
 Yelling like a maniac,
 Breathing heavily,
 Singing light-heartedly,
 Yawning in boredom,
 Regretting her outburst,
 Hiding his true feelings,

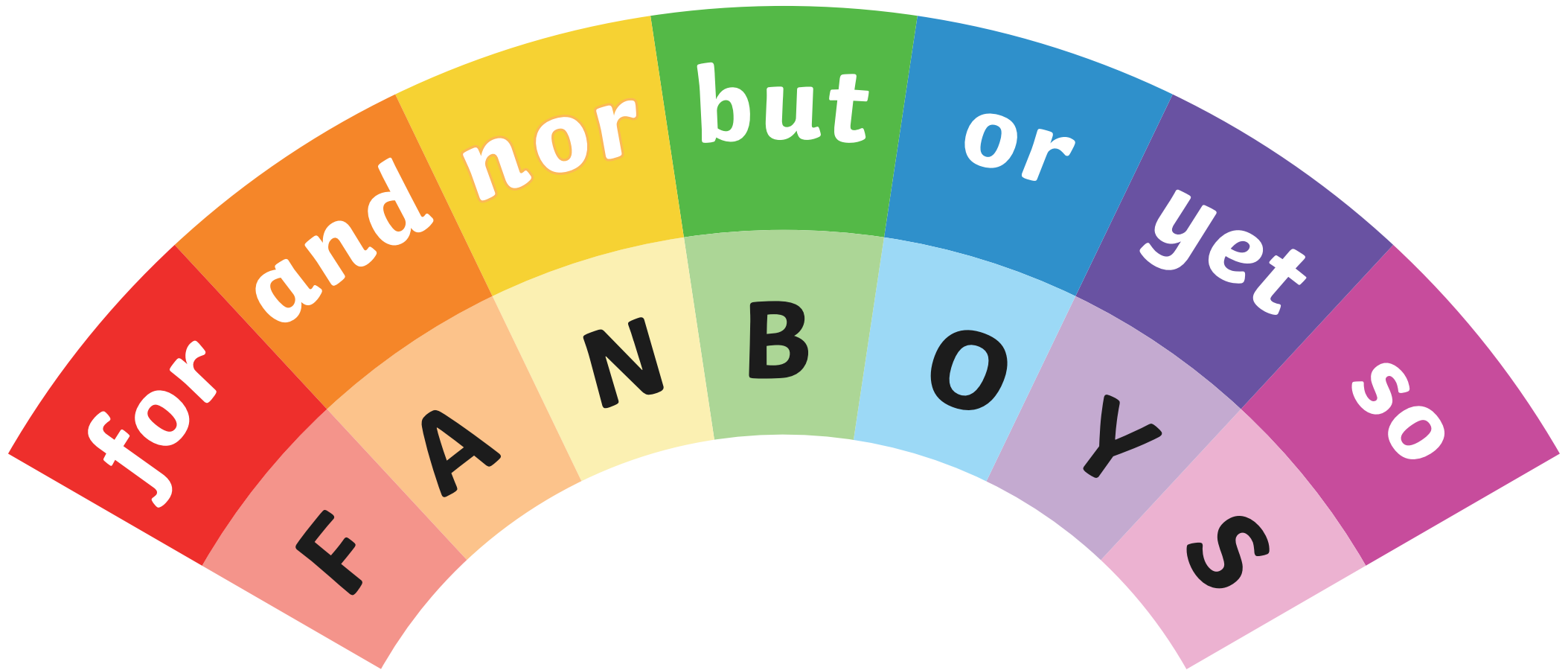
-ing Openers to Describe Settings

Scanning the horizon,
 Gazing out of the window,
 Swaying in the breeze,
 Falling from the sky,
 Plodding through the thick mud,
 Soaking up the sunshine,
 Sweltering in the heat,
 Shivering in the icy air,
 Glistening in the distance,
 Trudging through the bustling crowd,
 Lurking within the narrow passageways,

-ing Openers to Add Action

Running like the wind,
 Scrambling over the wall,
 Tiptoeing through the...,
 Crashing to the ground,
 Diving for cover,
 Moving quickly,
 Jumping out of bed,
 Heading out of the door,
 Bursting into the room,
 Escaping its clutches,
 Treading carefully,
 Saying goodbye,

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



Try to remember these important subordinating conjunctions.

If**Since****As****When****Although****While****After****Before****Until****Because**

Use subordinating conjunctions in different positions within your sentences.

Although he made me jump, I was thrilled to see a wabub behind the tree.

I am going on a wabub hunt **after** I have eaten my dinner.



I SAW A WABUB!



| Cheeks | Chin/Jaw | Ears | Hair |
|--------------|------------|------------|-----------------|
| blushing | angular | hairy | bald |
| dimpled | chiselled | jug-like | braided |
| glowing | defined | large | curly |
| hollow | hairy | pierced | dishevelled |
| pale | protruding | protruding | greasy |
| pallid | round | small | knotted |
| plump | smooth | | messy |
| rosy | soft | | neat |
| ruddy | square | | ragged |
| sunken | strong | | receding |
| tear-stained | unshaven | | untidy |
| | | | tidy |
| | | | wavy |
| | | | wiry |
| | | | wispy |
| | | | ruffled |
| | | | shoulder-length |
| | | | spiky |
| | | | straight |
| | | | tangled |



| Eyes | Nose | Mouth | Teeth |
|------------|-------------|------------|-------------|
| beady | bent | cavernous | black |
| bloodshot | crooked | delicate | buck |
| blue | elegant | downturned | chattering |
| bright | freckled | frothing | clenched |
| brown | frostbitten | gaping | crooked |
| bulging | hooked | puckered | dagger-like |
| clear | impish | slobbering | dazzling |
| dark | neat | smiling | ferocious |
| dead | oversized | sulking | gleaming |
| frightened | piggy | thin | gnashing |
| gentle | pointed | toothless | goofy |
| green | prominent | wide | grinding |
| grey | regal | wrinkled | jagged |
| little | runny | yawning | large |
| luminous | sharp | | perfect |
| shining | squashed | | protruding |
| stony | twisted | | razor-like |
| sunken | upturned | | sharp |
| thin | wrinkled | | shining |
| wide | | | ugly |



| Face |
|----------------|
| blood-stained |
| contorted |
| dimpled |
| downcast |
| expressionless |
| familiar |
| fierce |
| flushed |
| freckled |
| fresh |
| friendly |
| frightened |
| honest |
| menacing |
| pale |
| pretty |
| ruddy |
| sallow |
| smiling |
| square |
| swollen |
| weather-beaten |

| Chest |
|----------------|
| battle-scarred |
| bony |
| broad |
| feeble |
| hairy |
| heaving |
| puny |
| tattooed |
| well-defined |

| Stomach |
|------------|
| bulging |
| distended |
| firm |
| flabby |
| flat |
| lean |
| protruding |



| Arms |
|--------------|
| awkward |
| bulging |
| frail |
| gangly |
| hairy |
| lifeless |
| long |
| motionless |
| muscular |
| outstretched |
| powerful |
| restless |
| rigid |
| strong |
| weary |

| Fingers |
|----------|
| bony |
| long |
| short |
| stubby |
| withered |

| Fingernails |
|-------------|
| bitten |
| broken |
| claw-like |
| dirty |
| painted |

| Overall Appearance | |
|--------------------|------------|
| athletic | pallid |
| beautiful | pasty |
| blotchy | plump |
| brawny | puny |
| bronzed | rangy |
| burly | scarred |
| frail | scrawny |
| fragile | skeletal |
| gangly | slender |
| gaunt | slight |
| gawky | statuesque |
| haggard | stocky |
| herculean | strapping |
| hideous | trim |
| lanky | voluptuous |
| lifeless | weak |
| lithe | willowy |
| muscular | wiry |
| overweight | wrinkled |
| pasty | |

| Build/Figure |
|--------------|
| athletic |
| burly |
| chubby |
| compact |
| gangly |
| gaunt |
| heavysset |
| lanky |
| lithe |
| muscular |
| petite |
| scrawny |
| skinny |
| slender |
| slight |
| solid |
| statuesque |
| stocky |
| strapping |
| thin |
| willowy |



| Feet |
|-----------|
| bare |
| big |
| cold |
| dainty |
| flat |
| grubby |
| sandalled |
| slipperd |
| small |
| sore |
| stinky |
| stubby |
| swollen |
| unsightly |
| weary |

| Legs |
|-------------|
| bandy |
| bowed |
| graceful |
| hairy |
| long |
| muscular |
| rickety |
| shivering |
| short |
| slender |
| spindly |
| thread-like |

Character Traits Word List

| | | | | | | | |
|-------------|--------------|---------------|------------|-------------|---------------|---------------|---------------|
| respectful | clever | flexible | forgetful | shy | anxious | unintelligent | weak |
| friendly | honest | fearless | lazy | daring | dramatic | unfriendly | foolish |
| optimistic | dependable | focused | coward | adventurous | serious | rude | impatient |
| confident | loyal | trustworthy | mean | calm | giving | selfish | disrespectful |
| considerate | leader | brave | impolite | clumsy | imaginative | immature | demanding |
| cooperative | patient | kind | proud | athletic | charming | thoughtless | spoiled |
| talented | eager | fair | jealous | hyper | energetic | devious | disloyal |
| funny | humble | ambitious | aggressive | fiery | loving | cruel | stubborn |
| intelligent | encouraging | moody | sneaky | social | persistent | obnoxious | thoughtless |
| calm | courageous | pessimistic | gloomy | strict | empathetic | conceited | greedy |
| creative | cheerful | irresponsible | tricky | sensitive | inspirational | grouchy | arrogant |
| polite | hard-working | hopeless | annoying | humorous | bossy | dishonest | |

200 High Frequency Words

| | | | | | | | | | |
|---------|-----------|----------|---------|---------|----------|--------|-----------|---------|--------|
| across | better | dragon | found | head | lived | new | right | take | under |
| after | birds | duck | fox | home | long | next | river | tea | us |
| again | boat | each | friends | horse | looking | night | room | tell | use |
| air | book | eat | fun | hot | looks | one | round | than | want |
| along | box | eggs | garden | how | lots | only | run | that's | wanted |
| am | boy | end | gave | I'll | magic | or | sat | there's | water |
| animals | can't | even | giant | I've | man | other | say | these | way |
| another | car | ever | girl | inside | many | our | school | thing | well |
| any | cat | every | going | its | may | over | sea | things | we're |
| around | clothes | everyone | gone | jumped | miss | park | shouted | think | where |
| away | cold | eyes | good | keep | more | place | sleep | thought | which |
| baby | coming | fast | gran | key | morning | plants | small | three | white |
| bad | couldn't | feet | grandad | king | most | play | snow | through | who |
| bear | cried | fell | great | know | mother | please | something | told | why |
| because | dark | find | green | last | mouse | pulled | soon | took | wind |
| bed | did | first | grow | laughed | much | queen | still | top | window |
| been | didn't | fish | hard | let | must | rabbit | stop | town | wish |
| before | different | floppy | has | let's | narrator | ran | stopped | tree | work |
| began | dog | fly | hat | liked | need | really | suddenly | trees | would |
| best | door | food | he's | live | never | red | sun | two | yes |

Year 3 and 4 Statutory Spellings

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

Working Towards

Conjunctions are your co-workers...

| | |
|----------|-----|
| F | for |
| A | and |
| N | nor |
| B | but |
| O | or |
| Y | yet |
| S | so |

Punctuation Power!

| | |
|----------|---|
| A | Capital letters for the start of sentences, names and places. |
| . | A full stop at the end of a sentence. |
| ! | Exclamation marks for exclamations or surprise. |
| ? | Question marks for questions. |
| ' | Apostrophes for showing something belongs to someone. |
| , | Commas to separate items on a list. |
| “ ” | Inverted commas around speech. |

Story-Writing: You should be able to create a story that has at least one character, a well-described setting and a good plot with a beginning, middle and end.

Organise your writing into **paragraphs.**

Can you find a word quickly in the dictionary?

| Prefixes (negative meanings) | Suffixes |
|------------------------------|---|
| Un (prefix, prematch) | -er = to compare (smaller, taller, louder) |
| Dis | -est = the most (fastest, quietest) |
| Mis | -ing = happening now (shouting, doing, singing) |

Super Spellings... I need to know **many** of these:

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

Which or Witch? Know Your Homophones

there/their/they're

| | |
|---------------|-------------|
| are/our | here/hear |
| your/you're | which/witch |
| aloud/allowed | two/too/to |

Know Your Text Types

Recount

Telling what happened in order of time.

Non-Chronological Report

All about a subject split into sections/areas.

Persuasion

Showing all the good points of one side of an argument.

Explanation

Telling how something works.

Discussion

Two equal sides of an argument. Both sides are shown.

Instructions

Numbered steps. Includes imperative verbs.

Expected

Conjunctions are your co-workers...

| | |
|----------|-----|
| F | for |
| A | and |
| N | nor |
| B | but |
| O | or |
| Y | yet |
| S | so |

Punctuation Power!

| | |
|----------|---|
| A | Capital letters for the start of sentences, names and places. |
| . | A full stop at the end of a sentence. |
| ! | Exclamation marks for exclamations or surprise. |
| ? | Question marks for questions. |
| ' | Apostrophes for showing something belongs to someone. |
| , | Commas to separate items on a list. |
| “ ” | Inverted commas around speech. |

Story-Writing: You should be able to create a story that has at least two characters, a well-described setting and a good plot with a beginning, middle and end.

Paragraphs, paragraphs, paragraphs!

Can you find a word quickly in the dictionary?

Which Is Witch? Know Your Homophones

| | |
|---------------------|-------------|
| there/their/they're | |
| are/our | here/hear |
| your/you're | which/witch |
| aloud/allowed | two/too/to |
| whether/weather | |
| aloud/allowed | |

Spellings... I need to know **almost all** of these:

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

Prefixes

Re- = again
(review, rewind, reboot)

Super- = above
(Superman, superstar, supermarket)

Auto- = self or own
(autobiography, autograph)

Suffixes

-er = person that does something
(reader, teacher, driver)

-ify = to make
(magnify, simplify)

-al = like something
(herbal, tribal, thermal)

Know Your Text Types

Recount

Telling what happened in order of time.

Non-Chronological Report

All about a subject split into sections/areas.

Persuasion

Showing all the good points of one side of an argument.

Explanation

Telling how something works.

Discussion

Two equal sides of an argument. Both sides are shown.

Instructions

Numbered steps. Includes imperative verbs.

Greater Depth

Conjunctions are your co-workers...

| | |
|----------|-----|
| F | for |
| A | and |
| N | nor |
| B | but |
| O | or |
| Y | yet |
| S | so |

Punctuation Power!

| | |
|----------|---|
| A | Capital letters for the start of sentences, names and places. |
| . | A full stop at the end of a sentence. |
| ! | Exclamation marks for exclamations or surprise. |
| ? | Question marks for questions. |
| ' | Apostrophes for showing something belongs to someone. |
| , | Commas to separate items on a list. |
| “ ” | Inverted commas around speech. |
| ... | Ellipsis for suspense or long pauses. |

| Prefixes | Suffixes |
|---|---|
| Before a root word starting with l in- becomes il- illegal, illegible | -dom = place or state (stardom, freedom) |
| Before a root word starting with b, m or p, in- becomes im- impossible, immature, immortal | -en = to become (sharpen, loosen, tighten) |
| | -ward(s) = direction (forward, backward, upward) |
| | -ship = a position held (musicianship, friendship) |

Text Types

| |
|--|
| Each one should have an introduction, paragraphs and a conclusion. |
| Recount: telling what happened in order of time. |
| Non-Chronological Report: one subject split into sections. |
| Persuasion: all the good points of one side of an argument. |
| Explanation: telling how something or a process works. |
| Discussion: two equal sides of an argument. |
| Instructions: Numbered/bullets, imperative verbs and written in second person. |

Paragraphs and sub-headings

Homophones and Near Homophones (They're Tricky!)

| | |
|-----------------|-----------------|
| quite/quiet | ball/bawl |
| whether/weather | effect/affect |
| accept/except | rain/rein/reign |
| heel/he'll/heal | berry/bury |

It's also time for some fronted adverbials... with a comma.

| Showing Time | | Showing Place | |
|-------------------|------------|---------------|------------|
| Already, | Just then, | Here, | There, |
| Now, | Today, | Outside, | Upstairs, |
| Later, | On Friday, | Nearby, | Far away, |
| Showing Frequency | | Showing How | |
| Daily, | Weekly, | Sadly, | Slowly, |
| Fortnightly, | Yearly, | Happily, | Quickly, |
| Once, | Twice, | Suddenly, | Nervously, |

When it comes to **story-writing**, you should be able to create a good and imaginative story that has:

| at least three characters | a setting (or two) | a good plot |
|---|--|--|
| <ul style="list-style-type: none"> How do they react differently to events in the story? What clues can you give about their life before the story? What are the details of what they look like, sound like and move like? | <ul style="list-style-type: none"> Well described using your senses <p>Examples:</p> <ul style="list-style-type: none"> it smelt like an old warehouse; the floorboards creaked and dust rose from the floor. | <ul style="list-style-type: none"> Beginning, middle and end; An exciting event; Mix of speech. Action and description to move it on. |

Am I working at the expected standard? Have I met all the standards from the previous level? If so, can I...

Use consistent structure?



Can you write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)?

E.g. using sub-headings throughout an information text.

Write with a logical plot?



Can you write narratives with a clear beginning, middle and end with a logical plot?

E.g. an adventure story in which events logically follow on from each other and make sense.

Proofread and amend work?



Can you confidently proofread and amend yours and others' writing?

E.g. adding in pronouns to avoid repetition or recognising where verbs and subjects do not agree.

Create more detailed narratives?



Can you create more detailed settings, characters and plots in narratives to engage the reader?

E.g. creating suspense within a narrative that leaves the reader wanting to know more.

Organise using paragraphs?



Can you consistently organise your writing into paragraphs around a theme?

E.g. grouping ideas according to a subject in a non-fiction report and ensuring only one topic is discussed in each.

Maintain accurate tense?



Can you maintain accurate tense throughout a piece of writing?

E.g. The dogs have barked all night and I've barely slept.

Use Standard English?



Can you use Standard English verb inflections accurately?

E.g. 'I did all of my homework last night' rather than 'I done all of my homework last night.'

Punctuate direct speech?



Can you use all of the necessary punctuation in direct speech mostly accurately?

E.g. "Stop talking so loudly!" demanded Mrs Riaz.

Am I working at the expected standard? Have I met all the standards from the previous level? If so, can I...

Use the full range of punctuation?



Can you use the full range of punctuation from previous year groups, including:

Full stops, e.g. Zoe took a photograph.

Capital letters, e.g. Mr Patel was walking his dog, Jett.

Question marks, e.g. What is wrong with me?

Exclamation marks, e.g. How silly that girl was!

Commas within lists, e.g. Frogs are green, slimy and cold.

Apostrophes to show possession, e.g. The girl's boat slammed into the rocks.

Apostrophes to show contracted forms, e.g. You can't do that or you'll get hurt.

Use apostrophes for possession?



Can you use apostrophes for singular and plural possession with increasing confidence?

E.g. The boys' football shorts were filthy.

Mrs Smith's kittens' paws had mud all over them.

Regularly expand noun phrases?



Can you expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases?

E.g. **The eerie ghost** hovered above **the rickety bed**.

Outside the house, **the speeding taxi** arrived.

Choose nouns and pronouns?



Can you regularly choose nouns and pronouns appropriately to aid cohesion and avoid repetition?

E.g. When **Simone** saw the **girls**, **she** quickly dashed behind the bookcase before **they** noticed **her**.

Use fronted adverbials?



Can you use fronted adverbials?

E.g. **Just then**, Lisa noticed a glimmer of light.

Eventually, she noticed the treasure beneath the sand.

Spell all words with prefixes?



Can you spell *all* words with prefixes correctly?

E.g. I was **disappointed** that you were so **impatient**.

Liza needed to **refresh** the page but it was **impossible**.

Spell all words with suffixes?



Can you spell *most* words with suffixes correctly?

E.g. "**Sadly**, I will need to ask you for some more **information**," said the police officer.

It is very **courageous** to star in **action** movies.

Am I working at the expected standard? Have I met all the standards from the previous level? If so, can I...

Spell homophones correctly?



Can you spell homophones correctly?

E.g. We didn't know **which witch** it was.

Have you **seen** the **scene** in which the boy casts a spell?

Spell *many* Y3 and Y4 words correctly?



Can you spell *many* of the Year 3 and 4 statutory spelling words correctly?

E.g. Will Sadiya win a **special surprise** if she can **remember** a **difficult sentence** in the **library's learning** competition?

Use neat, joined handwriting?



Can you use a neat, joined handwriting style consistently?

E.g. My *writing is always beautifully joined.*

Am I working at greater depth within the expected standard? Have I met all the standards from the previous level? If so, can I...

Write a range of narratives?



Can you write a range of narratives that are well-structured and well-paced?

E.g. writing an adventure story with an appropriate pace, which interests the reader and is enjoyable to read.

Write a range of non-fiction texts?



Can you write a range of non-fiction texts that are well-structured with appropriate layout devices?

E.g. a clearly laid out non-chronological report on China including sub-headings, pictures and captions.

Proofread and amend work?



Can you proofread consistently and amend yours and others' writing, correcting errors in grammar, punctuation and spelling?

E.g. quickly recognising and correcting where verbs and subjects do not agree.

Create more detailed narratives?



Can you create detailed settings, characters and plot in narratives to engage the reader and add atmosphere?

E.g. using ambitious adjectives to describe characters and settings in a way which creates suspense or fear.

Organise using paragraphs?



Can you consistently organise your writing into paragraphs around a theme to add cohesion and aid the reader?

E.g. grouping ideas according to a subject in a non-fiction report and ensuring only one topic is discussed in each.

Always maintain an accurate tense?



Can you always maintain an accurate tense throughout a piece of writing?

E.g. As Edward chased Polly down the street, he could see the sun setting behind the rough sea.

Always use Standard English?



Can you always use Standard English verb inflections accurately?

E.g. 'I did' rather than 'I done', 'we were' rather than 'we was', 'he went' rather than 'he goed'.

Punctuate direct speech?



Can you use all of the necessary punctuation in direct speech?

E.g. "Why," asked Jazmina, "do you insist on getting in the way?"

The lion trainer shrieked, "Run for your life!"

Am I working at greater depth within the expected standard? Have I met all the standards from the previous level? If so, can I...

Use apostrophes for possession?



Can you consistently use apostrophes for singular and plural possession?

E.g. As Joseph's parents watched, he and his friends' performances wowed the crowd.

Expanded noun phrases?



Can you expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases?

E.g. The **heroic** soldier with an **unbreakable** spirit marched towards the **war-torn** front line.

Choose nouns and pronouns?



Can you consistently choose nouns and pronouns appropriately to aid cohesion and avoid repetition?

E.g. The **mice** ran towards the **clock**. **Their** little feet scampered up **its** timber frame and around **its** face.

Apply all Y3 and Y4 spelling rules?



Can you apply all the spelling rules and guidance from the Y3/ Y4 English Appendix 1 into your writing, including:

Prefixes, e.g. submarine, international, antiseptic.

Suffixes, e.g. discussion, glamorous, preparation.

Homophones, e.g. accept /except, main/ mane.

Statutory spellings, e.g. experiment, favourite, pressure.

Use word families to help spelling?



Can you use your knowledge of word families to help with your spelling?

E.g. 'solv' being the root of solve, dissolve and solvent.

'sign' being the root of assign, design and signature.