

Varying openings draws attention to the opening clause or phrase. It's also a way to create cohesion in texts as it helps them to flow, avoiding repetition of 'the...'

Action: Stamping down the stairs, Hiding behind the tree,  
 Adverbials of time: Just then, All of a sudden, In a flash,  
 Speech: "I'm going out," Sam shouted. "Help!" screamed....

A **simple sentence** stands alone. *I went for a walk.*

Varying sentence structure can take many forms:

-Two **main clauses** are joined with a conjunction  
*The bird ate a worm and it flew into the tree.*

-A **subordinate clause**- it doesn't make sense alone. The commas separate the clauses.

*When I saw the food, my tummy began to rumble.*

*Sam had many toy cars but then he lost them.*

The subject and verb must match within a sentence; however, they may vary across a piece of work. For example, in a past tense narrative, direct speech may be present tense.

Past already happened	Present today or now
I <b>was</b> dancing <b>yesterday</b> in PE. Last week, I jumped over the bar.	I <b>am</b> going swimming <b>today</b> at school. I like <b>to play</b> catch.

Cohesive devices are words or phrases that make clear how the different parts of a text fit together. These are used within and across paragraphs to help them to flow. Some examples of cohesive devices are:

- **Pronouns:** refer back to earlier nouns used to avoid repetition.
  - Sam – he, the boy, his, him.
  - Aisha – she, her, the girl.
- **Prepositions, conjunctions and adverbs:** make relations between words clear. Before leaving, check... After lunch..., Finally...

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. E.g. *the teacher* expanded to: *the strict maths teacher with*

An expansion of the **noun** with **adjectives** for description. *evil beast .... small timid creature*

Placed at the front of the sentence as a **fronted adverbial** and it is then followed by a comma. Gives information related to time, place or manner.

**After much hesitation**, the child leapt into the abyss and hoped for the best.

**Staring at what was in front of him**, he realised it wasn't as bad as he had first thought.

**Apostrophes** to mark **singular** and **plural** possession

the **girl's** name is... the **girls'** names are  
 the **dog's** paw is .... the **dogs'** paws are

-Use **" "** when a character starts and finishes speaking

-Start speech with a capital letter

-Punctuate within the speech marks this could be ! ? . or ,)

*The conductor shouted, "Sit down!"*  
*"Today I had chips for lunch," Sam told his mum.*

#### Year 4

- Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause
- Use past and present tense correctly and consistently
- Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition).
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials and use a comma after each one (e.g. Later that day, I heard bad news.).
- Use apostrophe for singular and plural possession.
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs.

A group of linked sentences about the same thing. Start the new **paragraph** on a new line when you are writing about a new idea, person, place or event. Paragraphs organise your work and show themes. Apply these within written work:

-Narrative: at least **beginning**, **middle** and **end**, however there will be others such as a change in setting or event in a longer story.

-Report writing: each new section with a new subheading

**Heading** = The title *All about the Romans*

**Subheadings** = Within the report - *Roman Weapons* *The Empire*

## coordinating conjunctions

Connects two main clauses.  
for, and, nor, but, or, so, yet

## 1st, 2nd or 3rd Person

shows the narrative point of view

1st person: I, we, me, my, mine, our, ours

2nd person: you, your yours

3rd person: he, his, him, she, her, hers, it, its, their, theirs

## expanded noun phrases

Adds additional detail to the noun by adding adjectives or by explaining where the noun is.

beautiful, blue sky

The adjectives must not be synonyms and must have a comma to separate them.

the fox in the playground

the strict maths teacher with curly hair

## subordinating conjunctions

Connects a subordinate clause to a main clause  
when, if, because, although

## apostrophe for possession

the girl's name (shows singular possession)  
the girls' names (shows plural possession)

## apostrophe for contraction

Apostrophes shows where the letters would be if the word was written in full.  
cannot → can't

# Year 4 Writing Toolkit



## pronouns

Using pronouns avoids repetition of the noun and helps cohesion

She waved to him.

His mother is over there.

This will be an overnight visit.

## inverted commas

Inverted commas are used to indicate direct speech.

"Did you hear that noise?"  
whispered Sam.

## fronted adverbials

Used at the start of a sentence to describe manner, time or place.  
Must be followed by a comma.

In the early morning,  
With great caution,

## heading

The title of a non-fiction text

All about the Romans

## sub-heading

Given to a paragraph/subsection

Roman weapons, Roman roads

## present perfect form

Used to describe past actions which are related to the present.

He has gone out to play.

I have finished my work.

## standard English

was/were:

Singular (I, he, she, it) - She was busy doing her homework.

Plural (you, we, they) - They were quiet doing their work.

did/done:

Past tense (an action that has already happened) - He did his homework on time.

Past participle (we add an auxiliary verb) - He has done his homework on time.