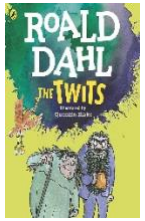
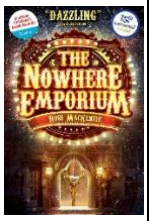
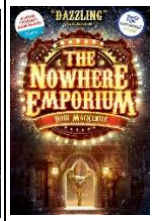
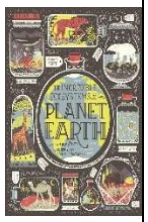
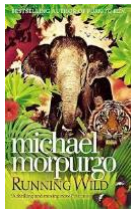
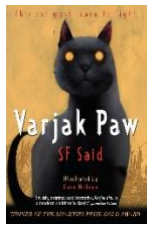
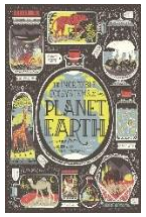
Smawthorne Henry Moore Primary School

Year 4 Writing Curriculum

#TheSmawthorneExperience

Smawthorne Henry Moore Primary School Writing Plan: Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Model texts:	 	 	 		 Visual literacy – The Lighthouse	Persuasive advert – Stroodles 
Genres:	<u>Narrative</u> Third person Past tense Paragraphs to provide cohesion and chronology. Expanded noun phrases and adverbs for detail. Adverbials to sequence events. Direct speech. <u>Diary</u> Clear introduction and conclusion. Links between sentences and paragraphs. Paragraphs organised around events. Expanded noun phrases. Expressing time, place and cause using prepositions. Adverbial of time for organisation. Direct speech.	<u>Informal letter</u> Clear introduction and conclusion. Paragraphs organised correctly into key ideas. Nouns or pronouns used appropriately to aid cohesion and avoid repetition. <u>Information text – Biomes</u> Clear introduction and conclusion. Paragraphs organised into key ideas. Short statement to at the start of each paragraph to introduce new topic. Subheadings used to organise information. Use of technical vocabulary. Noun phrases including expansion after the noun. Fronted adverbials for time or cause. Conjunctions, prepositions and adverbs to reflect, time, place and cause.	<u>Persuasive leaflet – letter</u> Use of paragraphs to organise ideas around a theme. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Adverbials to link persuasive points together (e.g. Furthermore, Additionally, More importantly). Use of rhetorical questions. <u>Instructions</u> Include introductory and concluding paragraphs around the instructional material. Headings and subheadings. Precise noun phrases. Adverbials and conjunctions to clarify sequence the sequence of events with some fronted adverbials. Express time, place and cause using prepositions. Tips and suggestions and precautionary advice.	<u>Narrative</u> Links between opening and resolution. Conjunctions to add information (E.g. Furthermore, In addition, Moreover) Adjectives, adverbials and prepositions support precision, clarity and impact on the reader. Adverbs for frequency or subtlety (E.g. often, exactly, suspiciously, craftily. Dialogue use to convey character.	<u>Diary</u> Clear link between opening and ending. Links between sentences and paragraphs. Paragraphs organised around events.] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases used for impact. Adverbial phrases to sequence events across paragraphs. Direct Speech. Shift between past and present tense to compare past to ongoing events. <u>Narrative</u> Pronouns used to hide the subject. Links between opening and resolution. Adjectives, adverbials and prepositions support precision, clarity and impact on the reader. Adverbs for frequency or subtlety (E.g. often, exactly, suspiciously, craftily. Dialogue use to convey character.	<u>Persuasive advert</u> Use of paragraphs to organise ideas around a theme. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Adverbials to link persuasive points together (e.g. Furthermore, Additionally, More importantly). Closing statement repeats and reinforces the original/opening statement or viewpoint. Appropriate choice of noun or pronoun to avoid repetition. <u>Information text -</u> Clear introduction and conclusion. Paragraphs organised into key ideas. Short statement to at the start of each paragraph to introduce new topic. Subheadings used to organise information. Use of technical vocabulary. Noun phrases including expansion after the noun. Conjunctions, prepositions and adverbs to reflect, time, place and cause. Appropriate choice of pronoun or noun to aid cohesion.

						Fronted adverbials for time and cause.
Masters of…	**- Consolidation of Year 3 objectives, where needed, to ensure they are embedded.** **- Begin analyse writing similar to their own.**	**- Plan what they are going to write about and build rich vocabulary.** **- Begin to build a varied and rich vocabulary.** **- Begin to write sentences with more than one clause.** **- Begin to use paragraphs to organise ideas around a theme.** **- Appropriate use of nouns and pronouns within and across a sentence to aid cohesion and avoid repetition.** **- Use inverted commas and other punctuation to indicate direct speech including split speech.**	**- Expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases.** **- Apostrophes for plural nouns to show possession.** **- Using the present perfect form of verbs in contrast to the past tense.** **- Extending the range of sentences with more than one clause by using a wide range of conjunctions including when, if, because, although using.**	**- Using conjunctions, adverbs and prepositions to express time and cause.** **- Use fronted adverbials.** **- Use commas after fronted adverbials.**	**- Confident use of varied, rich and well-chosen vocabulary.** **- Increase a range of sentence structures for purpose: sentence types, subordinate and co-ordinating clauses including positioning, fronted adverbial phrases. Sentence types should include commas where appropriate.** **- Secure organisation of paragraphs around a theme to guide the reader.** **- Secure use of paragraphs to organise ideas around a theme.**	**- Children should now be confident at using skills taught throughout the year. Any skills that are not embedded should be recapped at the teacher's discretion, according to the needs of each individual pupil.**
Grammar and Punctuation	**<u>Re-cap Year 3 Speech</u>**	Secure identifying the subject of a sentence; pronouns and proper nouns	Continue expressing time, place and cause using adverbs and fronted adverbials.	Revise all subordinating conjunctions.	Consolidate and secure speech in narrative.	Consolidate and secure speech in narrative (revise if necessary).

	Spoken words go in between inverted commas. Spoken word starts with a capital letter. Appropriate punctuation before the closing of the inverted commas. Who said the words? Identify spoken words in a text. Identify verbs in a compound and complex sentence Identify nouns in a compound Sentence. Identify the subject of a sentence; pronouns and proper nouns. Know that a main clause has a subject and a verb. Consolidate present perfect form of verbs (has/have) **Revisit and review Gap analysis**	Revise co-ordinating conjunctions; for, nor, yet, so and when to use them. Recognise and write compound sentences using all the co-ordinating conjunctions. Express time, place and cause using adverbs and fronted adverbials. Fronted adverbials, followed by a comma. Use a range of prepositions; at, underneath, since, towards, beneath, beyond. Start a sentence with a prepositional phrase. Use paragraphs and organise paragraphs around a theme. Consolidate a and an – consonant, vowel. **Revisit and review Gap analysis**	Fronted adverbials, followed by a comma. Use paragraphs to organise ideas around a theme. Standard English verb inflections (was, were and did, done) Choose a pronoun and noun for cohesion, avoiding repetition. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. **Revisit and review Gap analysis**	Subordinate clause at the end of a sentence. Subordination at the beginning of a sentence, using 'ing' verb. Use a comma to demarcate subordinate clause. Apostrophes to mark plural possession (eg) the girl's name, the girls' name. Consolidate speech in narrative. **Revisit and review Gap analysis**	Revise expanded noun phrases. Expand noun phrases by adding modifying Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Consolidate and secure choosing a pronoun and noun for cohesion, avoiding repetition. **Revisit and review Gap analysis**	Consolidate and secure fronted adverbials, followed by a comma. (adverbials of frequency, possibility and manner). Consolidate and secure use of paragraphs. Start to vary sentence structure for effect. Secure apostrophes to mark plural possession. **Revisit and review Gap analysis**

Spellings (National Curriculum)	Week 1- Statutory spelling list Week 2- Words ending -ure Week 3- Possessive apostrophe Week 4- Possessive apostrophe Week 5- Homophones Week 6- Statutory and personal spelling lists.	Week 1- Statutory spelling list Week 2- Prefixes: in-, il-, im- and ir. Week 3 – Statutory spelling list Week 4- Words with the sound spelt 'ei', 'eigh' or 'ey' Words with the sound spelt 'ch' and the sound spelt 'ou' Week 5- Statutory and personal spelling lists. Week 6- Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')	Week 1- The g sound spelt 'gu'. Week 2- Words with endings sounding like spelt '-ture' Week 3 – Possessive apostrophe with plurals. Week 4- Homophones Week 5- Homophones Week 6- Statutory and personal spelling lists.	Week 1- Statutory spellings learnt so far. Week 2- Pre-fixes anti-, inter- Week 3 – Pre-fixes anti-, inter- Week 4 and 5 - Endings that spelt '-cian', '-sion', '-tion' and '-ssion' Week 6- Revise spellings taught so far.	Week 1- Words with the s sound spelt 'sc' Week 2- Endings spelt 'sion'. Week 3 – Statutory and personal spelling lists. Week 4- Apostrophes for possession including singular and plural Week 5- Homophones Week 6 – Statutory and personal spelling lists.	Week 1- Suffix ous Week 2- Prefixes Week 3- Statutory and personal spelling lists. Week 4 – Suffix '-ly' added to words ending in 'y', 'le' and 'ic' Week 5- Suffix '-ly' added to words ending in 'y', 'le' and 'ic' Week 6 - Review
Handwriting	•Many children will arrive at year 4 already using a pen and confident with cursive script but below is an indication of what will be followed to consolidate skills. • Form capital letters. • Form lower-case letters in the correct direction	• cursive script; anti clockwise letters a, c, g, d, o, q • the vowels a, e, i, o, u	• tall letters b, d, f, h, k, l, t	• long letters f, g, j, p, q, y,	• lumpy letters h, m, n, r • All other letters v, w, x, z	Writing is legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is usually spaced sufficiently so that ascenders and descenders do not meet. Appropriate letters are joined, according to the

						school's handwriting approach.

Prior Learning:
At the beginning of Year 4, pupils should be able to: - write down their ideas with a reasonable degree of accuracy and with good sentence punctuation: full stops and capital letters, question marks, exclamation marks, inverted commas - spell the words covered in KS1 correctly - use co-ordinating and subordinating conjunctions to join sentences - Use adverbs, prepositions and conjunctions to express time place and cause - Spell many words from the Year 3/4 spelling list correctly