

English Writing Overview - Year 4

Pupils in Year 4 should be taught to:

In Spelling:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt - see English appendix 1
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

In Handwriting:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

In Composition:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

In Vocabulary, Grammar and Punctuation:

Develop their understanding of key concepts by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for Year 4

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand grammatical terminology accurately and appropriately when discussing their writing and reading

Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

English Writing Overview - Year 4

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| <u>Treasure Island</u> <u>Robert Louis Stevenson</u>  Classic Fiction | <u>Agent Asha: Mission Shark Bytes</u> <u>Sophie Dean</u>  Action/Adventure | <u>Coraline</u> <u>Neil Gaiman</u>  Fantasy Fiction | <u>The 1,000-Year-Old Boy</u> <u>Ross Welford</u>  Fantasy/Historical | <u>New & Collected Poems</u> <u>Carol Ann Duffy</u>  Character Poetry |
| <p><u>NARRATIVE</u></p> <p><u>Main Learning Objective:</u> <i>Write own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures (3 weeks)</i></p> <p><u>Final Written Outcome:</u> A descriptive re-telling of the exciting section of the story when Jim Hawkins escapes from the pirate crew and explores the island</p> | <p><u>NARRATIVE</u></p> <p><u>Main Learning Objective:</u> <i>Plan and write a story by identifying the main stages of writing e.g. introduction, build up, conflict and resolution (3 weeks)</i></p> <p><u>Final Witten Outcome:</u> An original action/adventure story about Agent Asha, who has been given a new CSA mission brief, written in four main stages.</p> | <p><u>NARRATIVE</u></p> <p><u>Main Learning Objective:</u> <i>Plan and write a narrative with a strong central character using “show not tell” techniques to provide information to the reader about that character (3 weeks)</i></p> <p><u>Final Written Outcome:</u> A re-telling of the section of the story, with Coraline as the central character, when she first goes through the secret door, using “show not tell” techniques</p> | <p><u>NARRATIVE</u></p> <p><u>Main Learning Objective:</u> <i>Write in role as an alternative character from a familiar story (3 weeks)</i></p> <p><u>Final Witten Outcome:</u> A re-telling of the section of the story when Aidan and Roxy first meet and explore Alfie’s cottage in the woods, told from the alternative perspective of Roxy Minto</p> | <p><u>POETRY</u></p> <p><u>Main Learning Objective:</u> <i>Use of figurative language including simile, metaphor, personification and alliteration (2 weeks)</i></p> <p><u>Final Witten Outcome:</u> <i>An original poem in the style of Carol Ann Duffy</i></p> |
| <p><u>NON-NARRATIVE</u></p> <p><u>Main Learning Objective:</u> <i>Description - Write a report with a clear audience and specific form, managing shifts between past and present tense (3 weeks)</i></p> <p><u>Final Written Outcome:</u> A non-chronological report detailing different aspects of piracy including history, golden age, modern times etc.</p> | <p><u>NON-NARRATIVE</u></p> <p><u>Main Learning Objective:</u> <i>Explanation - Write an explanation in an impersonal style adopting the use of appropriate language and grammar (3 weeks)</i></p> <p><u>Final Written Outcome</u> An explanation of how to use and debug code in Scratch with a set of instructions for a specific code embedded as a secondary text</p> | <p><u>NON-NARRATIVE</u></p> <p><u>Main Learning Objective:</u> <i>Recount - Write in the 3rd person with a clear, intended audience and form e.g. webpage for book/movie fans (3 weeks)</i></p> <p><u>Final Written Outcome</u> A series of short, informal ‘web page’ style biographies of the inhabitants of ‘The Pink Palace’ e.g. Coraline, Wybie, Miss Forcible, Miss Spink, Mr Bobinsky etc.</p> | <p><u>NON-NARRATIVE</u></p> <p><u>Main Learning Objective:</u> <i>Recount - Write a recount in the form of a newspaper report. Use direct quotes and link paragraphs together appropriately. (3 weeks)</i></p> <p><u>Final Written Outcome:</u> A newspaper report about the mysterious boy and his mother in the North East of England who seem to have been around for ever, including quotes from characters in the story.</p> | <p><u>NON-NARRATIVE</u></p> <p><u>Main Learning Objective:</u> <i>Persuasion - Write an advertisement using exaggerated claims, tactics for grabbing attention and a range of linguistic devices (2 weeks)</i></p> <p><u>Final Written Outcome:</u> A magazine advert for the <i>New & Collected Poems Anthology</i> by Carol Ann Duffy</p> |