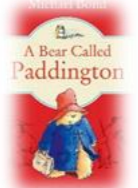
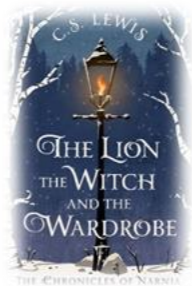


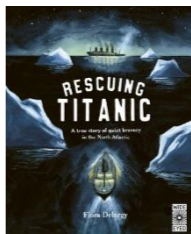





St Mewan Writing Curriculum



Year 4

<p>Year 4 writing units</p> <p>Non-fiction Fiction Poetry Skills work <i>Scaffolded (S)</i> <i>Independent (I)</i></p>	<p>A Bear called Paddington (book and film)</p> <p>Biography of the author (S) Diary writing in role (I) Setting description (I)</p> 	<p>The Lion and the Witch and the Wardrobe (book and film)</p> <p>Character description – Narnia character (I) Setting description walking through the wardrobe (I) Conversation between two characters (S)</p> 	<p>Into the Forest (book and visit)</p> <p>Narrative writing – change of ending (I)</p> 	<p>Habitats & Pollution Greta and the Giants, Blue Planet clips and Newspaper reports.</p> <p>Persuasive speeches (S) Persuasive letters (I) Fact File – Greta (S) Fact files - animals (I)</p>  <p>Geography cross-curricular writing - Balanced arguments about the Lake District.</p>	<p>Rescuing the Titanic (book) Newspaper report (S) Balanced argument (I)</p> 	<p>Local environment (research) Persuasive formal letter to local MP/businesses (S) Informal letter to Y2 (I) Advertisement – to local community (S)</p>  <p>Poetry (book and videos) Study different poetry types: Kenning (old Norse – Anglo Saxons), Haiku (British Haiku Society), Limericks & Clerihews (BBC Bitesize & Michael Rosen), Blackout (Rescuing Titanic), rhyming poems (I am angry) & Free verse Michael Chocolate Cake and Seagulls. Have a go at each one, around a cross-curricular theme.</p>
<p>Phonic & Whole word spelling</p>	<ul style="list-style-type: none"> spell further homophone spell words that are often misspelt (Appendix 1) See spelling progression on separate document. 					
<p>Other word building spelling</p>	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (Appendix 1) place the possessive apostrophe accurately in words with regular plurals (girls', boys') and in words with irregular plurals (children's) use the first 2 or 3 letters of a word to check its spelling in a dictionary 					
<p>Transcription</p>	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					
<p>Handwriting</p>	<ul style="list-style-type: none"> 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 					
<p>Contexts for Writing</p>	<ul style="list-style-type: none"> discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar 					
<p>Planning Writing</p>	<ul style="list-style-type: none"> discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see grammar section below) 					
<p>Drafting Writing</p>	<ul style="list-style-type: none"> organise paragraphs confidently around a theme in narratives, create settings, characters, and plot confidently 	<ul style="list-style-type: none"> in narratives, create settings, characters, and plot confidently organise paragraphs confidently around a theme 	<ul style="list-style-type: none"> in narratives, create settings, characters, and plot confidently organise paragraphs confidently around a theme 	<ul style="list-style-type: none"> in non-narrative material, use simple organisational devices confidently (headings & subheadings) 	<ul style="list-style-type: none"> in non-narrative material, use simple organisational devices confidently (headings & subheadings) 	<ul style="list-style-type: none"> in non-narrative material, use simple organisational devices confidently (headings & subheadings)
<p>Editing Writing</p>	<ul style="list-style-type: none"> assess the effectiveness of their own and others' writing and suggest improvements within a framework propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 					

Performing Writing				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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Word		<ul style="list-style-type: none"> • understand the difference between plural and possessive –s • use standard English verb inflections instead of local forms (I did vs I done) 	<ul style="list-style-type: none"> • understand the difference between plural and possessive –s • use standard English verb inflections instead of local forms (I did vs I done) 	<ul style="list-style-type: none"> • use standard English verb inflections instead of local forms (I did vs I done) 	<ul style="list-style-type: none"> • use standard English verb inflections instead of local forms (I did vs I done) 	<ul style="list-style-type: none"> • understand the difference between plural and possessive -s • use standard English verb inflections instead of local forms (I did vs I done)
Sentence	<ul style="list-style-type: none"> • use expanded noun phrases where prepositions (i.e. the teacher becomes the teacher <i>with curly hair</i>), nouns (the pen <i>with the lid</i>) and modifying adjectives (the <i>most</i> annoying child) are used to make the expanded noun phrase more precise • use conjunctions, adverbs and prepositions to express time and cause (see conjunctions guidance document) 	<ul style="list-style-type: none"> • use fronted adverbials (i.e. Later that day, A few moments later, at the break of dawn). • use expanded noun phrases where prepositions (i.e. the teacher becomes the teacher <i>with curly hair</i>), nouns (the pen <i>with the lid</i>) and modifying adjectives (the <i>most</i> annoying child) are used to make the expanded noun phrase more precise • use conjunctions, adverbs and prepositions to express time and cause (see conjunctions guidance document) • use and punctuate direct speech (including punctuation within and surrounding inverted commas). A comma after the reporting clauses, capitals to start the speech phrase and punctuation before the final inverted commas (see guidance document on how we teach 	<ul style="list-style-type: none"> • use fronted adverbials (i.e. Later that day, A few moments later, at the break of dawn). • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions) • use expanded noun phrases where prepositions (i.e. the teacher becomes the teacher <i>with curly hair</i>), nouns (the pen <i>with the lid</i>) and modifying adjectives (the <i>most</i> annoying child) are used to make the expanded noun phrase more precise • use conjunctions, adverbs and prepositions to express time and cause (see conjunctions guidance document) • use and punctuate direct speech (including punctuation within and surrounding inverted 	<ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions) 	<ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions) 	<ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (see school guidance document on teaching conjunctions)

		speech) i.e. The conductor shouted, 'Sit down!'	commas). A comma after the reporting clauses, capitals to start the speech phrase and punctuation before the final inverted commas (see guidance document on how we teach speech) i.e. The conductor shouted, 'Sit down!'			
Text	• make appropriate choices of pronouns and nouns across sentences to develop cohesion, avoid ambiguity or repetition and improve clarity (Mary – she, hers. Barry, his, him)	• make appropriate choices of pronouns and nouns across sentences to develop cohesion, avoid ambiguity or repetition and improve clarity (Mary – she, hers. Barry, his, him)	<ul style="list-style-type: none"> • make appropriate choices of pronouns and nouns across sentences to develop cohesion, avoid ambiguity or repetition and improve clarity (Mary – she, hers. Barry, his, him) • use paragraphs to organise ideas around a change in theme confidently (location, time, person, event) 	<ul style="list-style-type: none"> • use paragraphs to organise ideas around a change in theme confidently (location, time, person, event) 	<ul style="list-style-type: none"> • use paragraphs to organise ideas around a change in theme confidently (location, time, person, event) 	<ul style="list-style-type: none"> • use paragraphs to organise ideas around a change in theme confidently (location, time, person, event)
Punctuation		<ul style="list-style-type: none"> • use commas after fronted adverbials (how, where, and when - beyond ly) • indicate possession by using the possessive apostrophe with singular and plural nouns (girl's name, girls' names). 	<ul style="list-style-type: none"> • use commas after fronted adverbials (how, where, and when - beyond ly) • indicate possession by using the possessive apostrophe with singular and plural nouns (girl's name, girls' names). 	<ul style="list-style-type: none"> • use commas after fronted adverbials (how, where, and when - beyond ly) • indicate possession by using the possessive apostrophe with singular and plural nouns (girl's name, girls' names). 	<ul style="list-style-type: none"> • use commas after fronted adverbials (how, where, and when - beyond ly) • indicate possession by using the possessive apostrophe with singular and plural nouns (girl's name, girls' names). 	<ul style="list-style-type: none"> • use commas after fronted adverbials (how, where, and when - beyond ly) • indicate possession by using the possessive apostrophe with singular and plural nouns (girl's name, girls' names).
Terminology for pupils to use and understand	determiner, pronoun, possessive pronoun, adverbial					
Sentence types introduced	<i>Emotion word, comma More, the More, 2A (revisit) 3Ed (revisit)</i>	<i>Double -ly action, more action</i>	<i>Short sentences Double -ly Verb, person</i>	<i>Revisit previous sentences</i>	<i>If, if, if then with a(n) Ad, same ad</i>	<i>If, if, if then with a(n) Ad, same ad</i>

***Bold objectives indicate new learning.** Non-bold objectives indicate an opportunity to revisit, apply or consolidate previously taught skills.