

## YEAR 4 LITERACY- WRITING

	AUTUMN 1	AUTUMN 2
<b>COMPOSITION</b>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>o discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>o organising paragraphs around a theme</li> <li>o in narratives, creating settings, characters and plot</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	
<b>TEXT/ VOCAB</b>	<p>Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition</p> <p>To refer to sentence structure in terms of clauses and phrases - teaching the difference.</p>	<p>Proper, common and collective nouns</p> <p>Determiner - a, the, this etc....</p>
<b>SENTENCE</b>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Fronted adverbials-Using adverbial phrases at the start of sentences, followed by a comma.</p> <p>c) <b>Connective (conjunction) opener</b></p> <p>j) <b>-ly (Adverb) sentence</b></p>	<p>b) <b>List (Adjective) sentence</b></p> <p>f) <b>BOYS sentence (compound)</b></p>
<b>PUNCTUA TION</b>	<p>Use of commas after fronted adverbials</p>	<p>Apostrophes to mark singular and plural possession</p>
<b>GENRE / TEXTS</b>	<ul style="list-style-type: none"> <li>• Own Planning- Narrative - Dream Master Sequel</li> <li>• Poetry yr4 - The River</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative yr4- Journey</li> <li>• Non-Fiction yr4- Once upon a Raindrop</li> </ul>
<b>SPELLING</b>	<p><u>YEAR 4 SPELLING</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<p><u>Specific Spellings (Appendix):-</u></p> <p>Set 1: Homophone revision</p> <p>Set 2: Revision from previous years 1</p> <p>Set 3: Revision from previous years 2</p> <p>Set 4: Revision from previous years 3</p> <p>Set 5: Words containing 'ch' as /sh/</p> <p>Set 6: Words ending in 'gue' and 'que'</p> <p>Set 7: Words with 'sc' as /s/</p> <p>Set 8: Words with 'ei', 'eigh' and 'ey' as /ay/</p> <p>Set 9: Possessive apostrophes</p> <p>Set 10: Revision</p> <p>At least 2 weeks on personal spellings from the back of literacy books.</p>
<b>HAND WRITING</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	

## YEAR 4 LITERACY- WRITING

	SPRING 1	SPRING 2
<b>COMPOSITION</b>	<p>Pupils should be taught to:</p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>o discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>o organising paragraphs around a theme</li> <li>o in narratives, creating settings, characters and plot</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	
<b>TEXT/ VOCAB</b>	<p><b>Teach formal and informal tone.</b></p> <p>Use of paragraphs to organise ideas around an appropriate theme</p> <p><b>Use subordinate and main clause.</b></p>	Use of paragraphs to organise ideas around an appropriate theme.
<b>SENTENCE</b>	<p><b>h) Question sentence</b></p> <p><b>g) Connective sentence</b></p>	<p>Fronted adverbials</p> <p>Using adverbial phrases at the start of sentences, followed by a comma.</p> <p><i>Later that day, John fell asleep on his bed.</i></p> <p><b>r) Speech opener</b></p>
<b>PUNCTUATION</b>	<p><b>Teach how to use commas correctly within more complex sentences marking the subordinate from the main clause.</b></p> <p>Apostrophes to mark singular and plural possession</p>	<p>Use of commas after fronted adverbials</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p>
<b>GENRE / TEXTS</b>	<ul style="list-style-type: none"> <li>• Narrative yr4 - Charlie and the Chocolate Factory</li> <li>• Non-Fiction yr4- Inviting an Author into School</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative - yr4 - The Great Chocoplot</li> <li>• Non-Fiction yr4 - Should we feed animals at National Parks?</li> </ul>
<b>SPELLING</b>	<p><b>YEAR 4 SPELLING</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<u>Specific Spellings (Appendix):-</u>
<b>HAND WRITING</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	

## YEAR 4 LITERACY- WRITING

	SUMMER 1	SUMMER 2
<b>COMPOSITION</b>	Pupils should be taught to: Plan their writing by: <ul style="list-style-type: none"> <li>o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>o discussing and recording ideas</li> </ul> Draft and write by: <ul style="list-style-type: none"> <li>o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>o organising paragraphs around a theme</li> <li>o in narratives, creating settings, characters and plot</li> <li>o in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> Evaluate and edit by: <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	
<b>TEXT/ VOCAB</b>	Use of paragraphs to organise ideas around an appropriate theme	Use subordinate and main clause.
<b>SENTENC E</b>	<i>k) Short sentence</i> <i>p) If, then sentences</i>	<i>l) -ing (Verb) opener</i> <i>m) -ed (Verb) opener</i>
<b>PUNCTU ATION</b>	Teach the ellipses.... as a method of building tension. Use of inverted commas and other punctuation to indicate direct speech.	Teach quotation marks. Teach how to use commas correctly within more complex sentences marking the subordinate from the main clause.
<b>GENRE / TEXTS</b>	<ul style="list-style-type: none"> <li>• Narrative yr3 - Theseus and the Minotaur retold</li> <li>• Non- Fiction yr3 - Mt Strong Mind</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative yr4 - Feast</li> <li>• Narrative yr4 - Bike Boy</li> </ul>
<b>SPELLING</b>	<u>YEAR 4 SPELLING</u> Pupils should be taught to: <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt (English Appendix 1)</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<u>Specific Spellings (Appendix):-</u>
<b>HAND WRITING</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	