

YEAR 4 LITERACY- WRITING

	AUTUMN 1	AUTUMN 2
COMPOSITION	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar o discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> 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) o organising paragraphs around a theme o in narratives, creating settings, characters and plot o in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> o assessing the effectiveness of their own and others' writing and suggesting improvements o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <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>	
TEXT/ VOCAB	<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>
SENTENCE	<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) Connective (conjunction) opener</p> <p>j) -ly (Adverb) sentence</p>	<p>b) List (Adjective) sentence</p> <p>f) BOYS sentence (compound)</p>
PUNCTUA TION	<p>Use of commas after fronted adverbials</p>	<p>Apostrophes to mark singular and plural possession</p>
GENRE / TEXTS	<ul style="list-style-type: none"> • Own Planning- Narrative - Dream Master Sequel • Poetry yr4 - The River 	<ul style="list-style-type: none"> • Narrative yr4- Journey • Non-Fiction yr4- Once upon a Raindrop
SPELLING	<p><u>YEAR 4 SPELLING</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (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 two or three 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 	<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>
HAND WRITING	<p>Pupils should be taught to:</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 unjoined • 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]. 	

YEAR 4 LITERACY- WRITING

	SPRING 1	SPRING 2
COMPOSITION	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar o discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> 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) o organising paragraphs around a theme o in narratives, creating settings, characters and plot o in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> o assessing the effectiveness of their own and others' writing and suggesting improvements o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <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>	
TEXT/ VOCAB	<p>Teach formal and informal tone.</p> <p>Use of paragraphs to organise ideas around an appropriate theme</p> <p>Use subordinate and main clause.</p>	Use of paragraphs to organise ideas around an appropriate theme.
SENTENCE	<p>h) Question sentence</p> <p>g) Connective sentence</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>r) Speech opener</p>
PUNCTUATION	<p>Teach how to use commas correctly within more complex sentences marking the subordinate from the main clause.</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>
GENRE / TEXTS	<ul style="list-style-type: none"> • Narrative yr4 - Charlie and the Chocolate Factory • Non-Fiction yr4- Inviting an Author into School 	<ul style="list-style-type: none"> • Narrative - yr4 - The Great Chocoplot • Non-Fiction yr4 - Should we feed animals at National Parks?
SPELLING	<p>YEAR 4 SPELLING</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (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 two or three 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 	<u>Specific Spellings (Appendix):-</u>
HAND WRITING	<p>Pupils should be taught to:</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 unjoined • 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]. 	

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	SUMMER 1	SUMMER 2
COMPOSITION	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar o discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> 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) o organising paragraphs around a theme o in narratives, creating settings, characters and plot o in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> o assessing the effectiveness of their own and others' writing and suggesting improvements o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <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>	
TEXT/ VOCAB	Use of paragraphs to organise ideas around an appropriate theme	Use subordinate and main clause.
SENTENC E	<p><i>k) Short sentence</i></p> <p><i>p) If, then sentences</i></p>	<p><i>l) -ing (Verb) opener</i></p> <p><i>m) -ed (Verb) opener</i></p>
PUNCTU ATION	<p>Teach the ellipses.... as a method of building tension.</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p>	<p>Teach quotation marks.</p> <p>Teach how to use commas correctly within more complex sentences marking the subordinate from the main clause.</p>
GENRE / TEXTS	<ul style="list-style-type: none"> • Narrative yr3 - Theseus and the Minotaur retold • Non- Fiction yr3 - Mt Strong Mind 	<ul style="list-style-type: none"> • Narrative yr4 - Feast • Narrative yr4 - Bike Boy
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