

CURRICULUM FOR WRITING – Year 4

- All new vocabulary will be displayed on Working Wall in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

AUTUMN 1

Year 3 Indicators

Planning, Composition and Editing

Make corrections, revisions and additions

Make appropriate additions to the writing.

Grammar and Punctuation

Use powerful verbs to make my writing more interesting

Use adverbs of manner as openers (fronted adverbials)

Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place)

Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet)

Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence (Before, After, While, As (+Y2))

Use tense accurately most of the time.

Use verbs tenses correctly most of the time (was/were) (is/are)

Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession.

Use inverted commas at the start and end of speech.

Put reporting clauses at the end of speech.

Use a comma, and exclamation mark or question mark before the closing inverted commas when the reporting clause is at the end of speech.

Organise similar ideas into paragraphs in non-fiction writing.

Use a subheading to guide the reader.

Start a new paragraph to show a change in time in narrative writing.

Science:
States of Matter

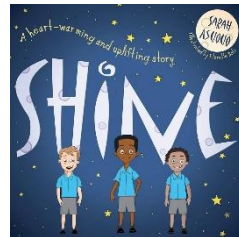
Geography:
Volcanoes

Text and Genre

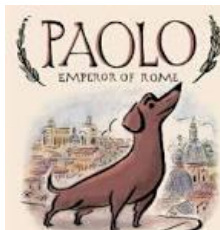
Retell - Tusk Tusk



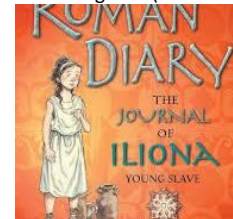
Retell – Shine



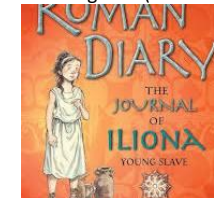
Retell - Paolo Emperor of Rome



Diary – Roman Journal of Iliona
*JC – Writing Unit (Y3NF –Diary)



Diary – Roman Journal of Iliona
*JC – Writing Unit (Y3NF – Diary)



Poetry

CURRICULUM FOR WRITING – Year 4

Year 4 Genre Progression	Story-map (opening, build-up, problem, resolution) Structure paragraphs Description of setting	Story-map (opening, build-up, problem, resolution) Structure paragraphs Description of characters	Story-map (opening, build-up, problem, resolution) Description of characters and/ or setting	Introduction to set the scene and create atmosphere Events from the author's perspective Talks about feelings, reactions and opinions	Introduction to set the scene and create atmosphere Events from the author's perspective Talks about feelings, reactions and opinions Varied language to convey thoughts and feelings (show don't tell) Select and maintain tense. Use a rhetorical question.	
	Handwriting – Use the diagonally and horizontal strokes that are needed to join letters.					
Year 4 Grammar and Punctuation	Use individual story map to plan the order of a story. Start a new paragraph to show a change in time in narrative writing. Plan the order of writing, begin to understand the importance of cohesion and make notes under appropriate sections. Use openers (fronted adverbials) as sentence openers: <i>How (Manner)</i>, <i>When (Time)</i> and <i>Where (Place)</i>	Use individual story map to plan the order of a story. Start a new paragraph to show a change in time in narrative writing. Plan the order of writing, begin to understand the importance of cohesion and make notes under appropriate sections. Write compound sentences by including co-ordinating conjunctions (<i>or, and, but, so, yet</i>) Use ambitious adjectives to enhance the nouns in the writing.	Use inverted commas at the start and end of speech. Put the reporting clauses at the end of speech. Use a comma, an exclamation mark or question mark before the closing inverted commas when the reporting clause is at the end of the speech. Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end).	Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. <i>Before, After, While, As</i> Extend sentences to add more detail by using a variety of subordinating conjunctions (<i>during, since</i>) at the <i>start</i> or in the middle of a sentence, Use a comma after a fronted adverbial. Use ambitious adjectives to enhance the nouns in the writing.	Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. <i>Before, After, While, As</i> Extend sentences to add more detail by using a variety of subordinating conjunctions (<i>during, since</i>) at the <i>start</i> or in the middle of a sentence, Use a comma after a fronted adverbial. Use ambitious adjectives to enhance the nouns in the writing.	
Year 4 Spelling	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>					

CURRICULUM FOR WRITING – Year 4

	Homophones accept, except, knot, not, peace, piece, plain, plane, weather, whether Year 3/ 4 Statutory Words Calendar appear *Year 4 – Spelling Shed Planning	Prefix ‘in’ meaning not inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible Year 3/ 4 Statutory Words Believe straight	Prefixes il, im, ir illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible Year 3/ 4 Statutory Words Strength women	Prefixes Sub subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway Year 3/ 4 Statutory Words Grammar increase	Prefixes Inter interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview Year 3/ 4 Statutory Words Interest opposite	Challenge words: calendar appear, believe, straight, strength, women, grammar, increase, interest, opposite
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Ongoing Objectives:

- Plan the order of writing, begin to understand the importance of cohesion and make notes under appropriate sections.
- Start a new paragraph to show a change in time in narrative writing.
- Start a new paragraph when the setting, action or time change in narrative.
- Decide appropriate paragraph breaks for work.
- Use verbs tenses correctly most of the time (was/were) (is/are)
- Use the standard for of English, subject-verb agreement.
- Use ambitious adjectives to enhance nouns in writing.
- Correct, edit and improve writing.

CURRICULUM FOR WRITING – Year 4

- All new vocabulary will be displayed on Working Wall in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

AUTUMN 2

Year 3 Indicators

Planning, Composition and Editing

Make corrections, revisions and additions

Make appropriate additions to the writing.

Grammar and Punctuation

Use powerful verbs to make my writing more interesting

Use adverbs of manner as openers (fronted adverbials)

Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place)

Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet)

Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence (Before, After, While, As (+Y2))

Use tense accurately most of the time.

Use verbs tenses correctly most of the time (was/were) (is/are)

Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession.

Use inverted commas at the start and end of speech.

Put reporting clauses at the end of speech.

Use a comma, and exclamation mark or question mark before the closing inverted commas when the reporting clause is at the end of speech.

Organise similar ideas into paragraphs in non-fiction writing.

Use a subheading to guide the reader.

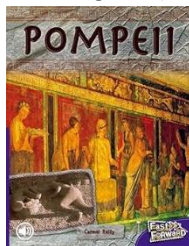
Start a new paragraph to show a change in time in narrative writing.

Science: States of Matter

Geography: Volcanoes

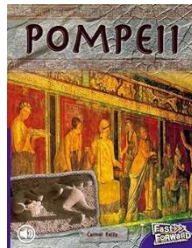
Non-Chronological Report-
Pompeii

*JC – Reading Unit (Y3 NF)



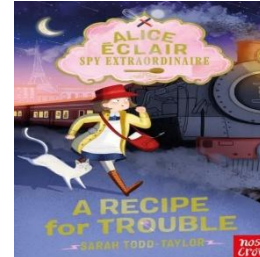
Non-Chronological Report-
Pompeii

*JC – Reading Unit (Y3 NF)



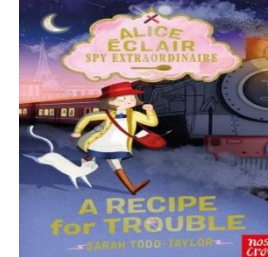
Retell - Mystery/ Detective –
Alice Eclair

*JC – Reading Unit (Y4 Narrative)



Retell - Mystery/Detective - Alice
Eclair

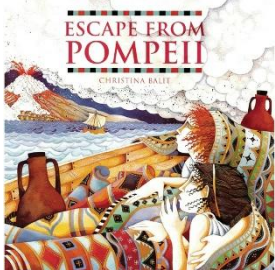
*JC – Reading Unit (Y4 Narrative)



Poetry

Text and Genre

Retell - Escape from Pompeii
*JC – Reading Unity (Y3 Narrative)



CURRICULUM FOR WRITING – Year 4

Year 4 Genre Progression	Story-map (opening, build-up, problem, resolution) Structure paragraphs Description of setting	Select from a choice of sub-headings. Include multiple paragraphs for each sub-heading. Use 5Ws (who, what, when, where, why) independently Follow given structure Technical vocabulary Factual Language Conjunctions for cause (e.g. consequently, as a result, therefore) - can be used at the beginning of middle of a sentence	Select from a choice of sub-headings. Include multiple paragraphs for each sub-heading. Use 5Ws (who, what, when, where, why) independently Follow given structure Technical vocabulary Factual Language Conjunctions for cause (e.g. consequently, as a result, therefore) - can be used at the beginning of middle of a sentence	Settings: What did they see? Show, don't tell a character's emotion.	Main character has to over come a series of dilemmas Sequence of fast-moving events Similie as a sentence opener	
	Handwriting – Use the diagonally and horizontal strokes that are needed to join letters.					
Year 4 Grammar and Punctuation	Use individual story map to plan the order of a story. Start a new paragraph to show a change in time in narrative writing. Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet)	Retrieve information in note form from a non-fiction text and being to group similar information using appropriate subheadings. Extend sentences to add more detail by using a variety of subordinating conjunctions (during, since) at the start and in the middle of a sentence. Use comma after fronted adverbial.	Organise similar ideas into paragraphs in non-fiction writing. Use a subheading to guide the reader. Use ambitious adjectives to enhance nouns in writing. Extend sentences to add more detail by using a variety of subordinating conjunctions at the start and/ or in the middle of a sentence. Use comma after fronted adverbial. Use a wider variety of conjunctions for cause (Consequently, as a result of, therefore)	Use openers (fronted adverbials) as sentence openers: How (Manner), When (Time) and Where (Place) Use adverbs of manner as openers (fronted adverbials) Use a comma after a fronted adverbial. Use powerful verbs to make my writing more interesting. Use inverted commas at the start and end of speech. Use a comma, an exclamation mark or question mark before the closing inverted commas when the reporting clause is at the end of the speech.	Use a comma after a fronted adverbial. Use inverted commas at the start and end of speech. Use a comma, an exclamation mark or question mark before the closing inverted commas when the reporting clause is at the end of the speech. Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end). Correct, edit and improve writing.	
	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>					

CURRICULUM FOR WRITING – Year 4

Year 4 Spelling	Words ending in –ation information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination Year 3/ 4 Statutory Words Favourite, complete	Words ending in –ation adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration Year 3/ 4 Statutory Words Continue, experiment		Words ending in –ly sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily Year 3/ 4 Statutory Words February, naughty	Words ending -lly usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally Year 3/ 4 Statutory Words Material, knowledge	Words where ch makes sh chef, chalet, machine, brochure, parachute, chute, chaperon e, chandelie r, crochet, quiche Year 3/ 4 Statutory Words Remember famous	Challenge Words favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous

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CURRICULUM FOR WRITING – Year 4

Informal Letter Include the sender's address Use an appropriate greeting Past tense, include future tense in the conclusion Present perfect tense. Write an introduction. Accurate use of tenses (explore future tense) Paragraphs for time / order Informal chatty language Questions sentences. Wider range of contractions. Greeting and signing off (own choice). Consider the audience	Retell title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting	Diary Past perfect and present progressive tenses. Experiment with future tense. Informal voice. Paragraphs for events. Varied language to convey thoughts and feelings. Adverbs as openers. Addresses the diary directly. Includes opinions and facts Informal, chatty language Ambitious words to describe people and settings. Talks about secret / private feelings and opinions Includes events that are important to the writer. Use paragraphs to organise events	Setting Similes and metaphors Fronted adverbials for place and manner Adjective, adjective Powerful verbs	Persuasive Letter Can take the form of an advert and may not even be written in complete sentences. Words / phrases might be used to advertise the product. Present tense. Catchy title and/or slogan. Appeals to the senses Use alliteration, rhyming words and word play to make it memorable and fun. Exaggerate positive points Pictures. Powerful verbs and ENPs	Character description Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality
Explanation Use how or why in the title Persuasive question in the introduction More detailed introduction Closing statement Facts given by the teacher Very directed research Given subheadings Conjunctions for cause because / as / so /since	Biography In the past tense Third person Opening sentence to summarise life Facts and accomplishments about the person Details about family	Non-chron. Teacher led research (content provided by teacher) Use given sub-headings but arrange information independently Generate captions for given images Begin to use the 5w's in the introduction Provided reason for processes	Newspaper	Instructions Persuasive introduction. Subheadings – Equipment and method. Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions). use a range of openers. Equipment subheading will be followed by a colon and bullet points. Technical vocabulary / scientific vocabulary. Prepositional phrases Top tips / safety tips / handy hints at the end.	Recount Present/past perfect tense Range of emotions to describe feelings Paragraphs for time order of events Concluding paragraph
Formal Letter A letter to request (persuasive letter). Includes address of the recipient. Include more formal sentence. Add more details organized into paragraphs Begin to use a suitable tone – choose appropriate vocabulary (from a word bank) Conclusion – saying what needs to happen next. Finish with 'Yours Faithfully' if you don't know the recipient. Finish with 'Yours Sincerely' if you do know the recipient. Include a question for the recipient to reply to. Include a rhetorical question. Do you really	Free Verse Poetry Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases, or sentences.				

CURRICULUM FOR WRITING – Year 4

want the children to have nowhere to play? Adverbs as openers Choice of formal ending	Own vocabulary choices.				
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