

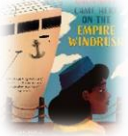








<p>Year 4 writing units</p> <p>Non-fiction Fiction Skills work Poetry I – Independent S – Scaffolded</p>	 <p>Archaic narrative using setting description either Wind in the Willows or The Lion, The Witch & the wardrobe.</p> <p>Setting description Story/Scene opener Newspaper report</p>	 <p>Coming to England Expanded narrative</p>  <p>Granny came here on the Empire Windrush. Non-chronological report on what happened during the Windrush.</p>	 <p>For the birds (literacy shed) Write an imagined conversation. Rewrite the scene.</p>	 <p>If I were prime minister. Write a manifesto/speech. Hold and debate on a current issue or issue concerning the children.</p>	 <p>Experience writing on the local environment. Persuasive letter writing linked to local environment.</p>  <p>Cracking contraptions Explanation texts</p>	<p>Limericks Poetry</p>  <p>Up! Narrative with speech</p>  <p>Home Sweet Home. Diary Setting description</p>
<p>Phonic & Whole word spelling</p>	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) <p>See spelling progression on separate document.</p>					
<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 unjoined 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 					

Planning Writing	<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) 					
Drafting Writing	<ul style="list-style-type: none"> • organise paragraphs confidently around a theme • in narratives, create settings, characters and plot confidently • in non-narrative material, use simple organisational devices confidently (headings & subheadings) 					
Editing Writing	<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						
				<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 		<ul style="list-style-type: none"> • use standard English verb inflections instead of local forms (I did vs I done) 			
Sentence	<ul style="list-style-type: none"> • use fronted adverbials (i.e. Later that day, A few moments later, at the break of dawn). 	<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 • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> • use conjunctions, adverbs and prepositions to express time and cause 	<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 	<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 	<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 fronted adverbials (i.e. Later that day, A few moments later, at the break of dawn).

Text	<ul style="list-style-type: none"> • use paragraphs to organise ideas around a change in theme confidently (location, time, person, event) • 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) 					
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"> • indicate possession by using the possessive apostrophe with singular and plural nouns (girl's name, girls' names) 	<ul style="list-style-type: none"> • 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 speech) i.e. The conductor shouted, 'Sit down!' 	<ul style="list-style-type: none"> • Correctly applying punctuation covered in previous years groups and • 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"> • Correctly applying punctuation covered in previous years groups and • 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"> • Correctly applying punctuation covered in previous years groups and • 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). • 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 speech) i.e. The conductor shouted, 'Sit down!'
Terminology for pupils to use and understand	Adverbial pronoun, possessive pronoun,	determiner				
Sentence types introduced	<i>Revisit previous sentences e.g. 2A, 3ED</i> Emotion word, comma The more, the more	<i>Revisit previous sentence types</i> Double –ly	<i>Double –ly</i> Verb, person Ad, same ad	<i>If, if, if then</i>	If, if, if then. The more, the more Emotion word, comma	<i>Previous sentence types</i> Short sentences
Statutory words list	accident(ally) caught	circle ordinary	February arrive	position believe	though/although reign	fruit heart

	<p>notice occasion(ally) suppose popular bicycle build centre certain different difficult actual(ly) naughty sentence grammar quarter potatoes</p>	<p>remember particular century describe experience heard history imagine learn woman/women guard island knowledge through thought</p>	<p>disappear appear peculiar height special separate straight strange strength weight regular</p>	<p>pressure answer busy/business consider continue decide recent exercise famous extreme various question possible</p>	<p>breath breathe probably perhaps opposite often purpose guide experiment enough complete forward(s) mention natural therefore material medicine increase earth</p>	<p>surprise promise minute possess(ion) important interest length library favourite address calendar early eight/eighth group</p>
Grammar units	<p>Ready to write Pronouns</p>	<p>Fronted adverbials Assessment</p>	<p>Apostrophes Speech</p>	<p>Noun phrases Suffixes Assessment</p>	<p>Standard English Paragraphs</p>	<p>Consolidation Assessment</p>
Grammar Coverage	<p>A or an Sentences of more than one clause using conjunctions Time place and cause using conjunctions/adverbs/prepositions Inverted commas for speech Present perfect form instead of simple past Determiners Pronouns for clarity and cohesion</p>	<p>Fronted adverbials including commas after Assessments</p>	<p>Possession for plural nouns Plural and possessive Direct speech punctuation including the use of inverted commas and commas</p>	<p>Expanding noun phrases using modifying adjectives, nouns and prepositional phrases Word families Suffixes- ation, tion, sion, ssion and cian Assessments</p>	<p>Standard English instead of local spoken forms Organising paragraphs around a theme</p>	<p>Consolidation of LKS2 SPAG Assessments</p>
Sharing	<p>Own class</p>	<p>Year 3</p>	<p>Parents</p>	<p>Parents</p>	<p>Year 5</p>	<p>Whole School</p>