

CLIFTON UPON DUNSMORE COUNTY PRIMARY SCHOOL - CURRICULUM FOR WRITING - YEAR 4

- All new vocabulary will be displayed on Working Walls 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.

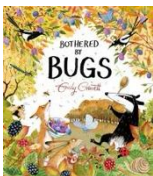
Autumn 1

Ongoing - Use tense accurately most of the time. Use verb tenses correctly most of the time (was/were) (is/are). Use the Standard Form of English, drawing on my knowledge of Subject Verb Agreement.

Identify the difference between simple past and simple present tense. Choose the most appropriate nouns.

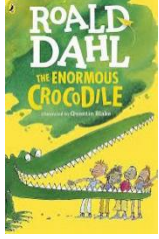
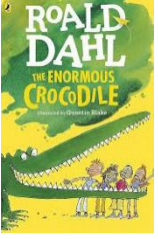
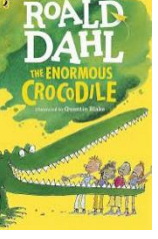
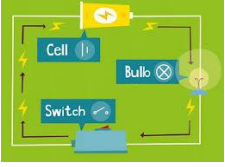
Science – Living things and habitats (classification)

History- The Romans

Text and Genre	The Ant and the Grasshopper – Retell	Retell – Bothered by Bugs	Juniper, the honey and the sting - retell	Letter from a Roman Soldier – to home.	Boudicca – character	Non-chronological report – The Romans
						
Year 4 Genre Progression	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech	Paragraphs around a theme Address the reader directly Present perfect tense Thoughts and feelings Show don't tell Rhetorical questions	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality	Select from a choice of sub-headings Include multiple paragraphs for each sub-heading Use 5w's independently Follow given structure Technical vocabulary Factual language Conjunctions for cause These can be used at the beginning or the middle of a sentence
Handwriting – Understand which letters, when adjacent to one another, are best left unjoined.						
Year 4 Grammar and Punctuation	<i>Use fronted adverbials for time, manner and place.</i> Use a comma after a fronted adverbial. Use ambitious adjectives to enhance the nouns in the writing.	<i>Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).</i> Use powerful verbs to make my writing more interesting.	<i>Use inverted commas at the start and end of speech.</i> Put the reporting clauses at the end of speech. Use a comma, an exclamation mark or a question mark before the closing inverted commas when the reporting clause is at the end.	<i>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 (+ Year 2)</i>	<i>Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession.</i>	Use appropriate non-fiction openers.
Year 4 Spelling	*“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					

CLIFTON UPON DUNSMORE COUNTY PRIMARY SCHOOL - CURRICULUM FOR WRITING - YEAR 4

Autumn 2

Science – Electricity				Geography- All around the World (map skills)		
Text and Genre	Retell (section) – The Enormous Crocodile 	Retell another trick 	Invent their own trick 	Instructions to make a simple circuit. 	Edgar the Dragon – retell 	Edgar the Dragon -Letter to persuade the villagers to keep Edgar. 
Year 4 Genre Progression	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech	Rhetorical question in the introduction Closing statement More than one sentence for some steps	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech	Include sender's address Formal/detailed introduction Justification of thoughts Persuasive openers Facts Rhetorical questions
Handwriting - Understand which letters, when adjacent to one another, are best left unjoined.						
Year 4 Grammar and Punctuation	Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end). Mark the reporting clause (who said it) with a comma when it is not at the end of the sentence.	Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + since) at the start and in the middle of a sentence.	Choose the most appropriate verbs to accurately describe to the reader what is being described.		Use the acronym FANBOYS to help me remember coordinating conjunctions (All of Year 3 + for, nor). Modify a noun phrase with an adjective, noun or preposition.	Use a wider variety of conjunctions for cause. Write a complex question sentence to emphasis my point in both fiction and non-fiction writing.
Year 4 Spelling	*“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					

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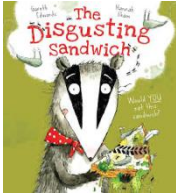
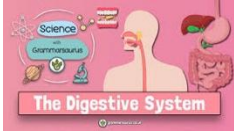
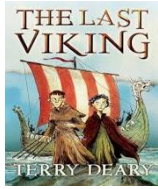
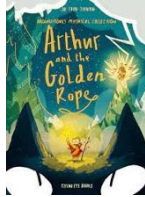
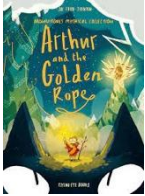
Spring 1

Ongoing Skills - Start a new paragraph when the setting, action or time change in narrative writing.

SPAG: Use an apostrophe for plural possession with regular plurals. Know the difference between the plural and possessive 's' I can explain how to use Present Perfect Tense and use irregular verbs.

History- Anglo Saxons and Vikings (Invasion of the Vikings)

Science- Digestion and Teeth

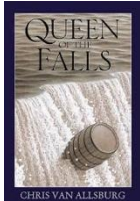
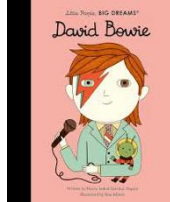
Text and Genre	Winter Haikus – Poetry 	The disgusting Sandwich – Retell 	Explantion of the Digestive System 	Retell – The first chapter of The  Last Viking	Arthur and the Golden Rope – Character Description of Thor 	Arthur and the Golden Rope – Retell (battle at the end) 
Year 4 Genre Progression	Haiku – Language poetry 3 lines long The syllables in each line match the format 5,7,5 Haiku poems are often about nature or the seasons and how we feel about them Haiku is traditional poetry in Japan	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech	Title to intrigue Start to choose own subheadings Subheading as a question Compare vocabulary Use a wider variety of conjunctions for cause Consequently / therefore / as a result These can be used at the beginning or the middle of a sentence.	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech
Handwriting- Use a consistent and efficient style of handwriting						
Year 4 Grammar and Punctuation	Language choice Use of syllables	Use prepositions as fronted adverbials and include an adjective to give the reader more information. May need to use AFL to consolidate previous Key Indicator Skills	Use a wider variety of conjunctions for cause. May need to use AFL to consolidate previous Key Indicator Skills	Short sentences to move events on quickly in a story.	Use more sophisticated similes to describe things in my writing. May need to use AFL to consolidate previous Key Indicator Skills	Use a simile as a sentence opener. May need to use AFL to consolidate previous Key Indicator Skills
Year 4 Spelling	*“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					

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2

Geography- North and South America

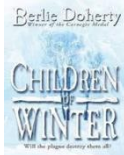
Science – Sound

Text and Genre	The Bear and the Piano – Setting description 	The Bear and the Piano – Retell 	Queen of the Falls – Diary entry  night before.	Biography – linked to sound (musician) 		A poem to be spoken silently 
Year 4 Genre Progression	What did they see? Simile as a sentence opener Show don't tell to convey a character's emotion Beginning to use personification to describe things in my writing	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech	Introduction to set the scene and create atmosphere. Events described from the author's perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don't tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs) Use a rhetorical question with a subordinating conjunction	Includes feeling about times and occasions in their life		As the structure of the poem
Handwriting- Use a consistent and efficient style of handwriting						
Year 4 Grammar and Punctuation	Beginning to use personification to describe things in my writing. Use more sophisticated metaphors to describe things in my writing. May need to use AFL to consolidate previous Key Indicator Skills	Adverbs to show how (manner) root word spelling change May need to use AFL to consolidate previous Key Indicator Skills	Write a complex question sentence to emphasis my point in both fiction and non-fiction writing. May need to use AFL to consolidate previous Key Indicator Skills	Use a variety of openers May need to use AFL to consolidate previous Key Indicator Skills		Language choice, ENPs, Powerful verbs and adverbs
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>					

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Summer 1

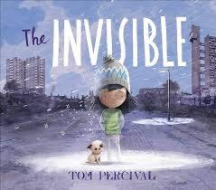
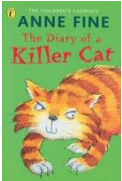
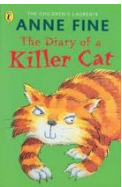
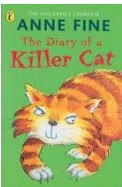
SPAG: Add an 's' to show plural and use irregular plural noun forms of plural (children, women). Add an 's' to show plural and use irregular plural noun forms of plural. -es words (foxes, boxes).
Understand the difference between the use of conjunctions, adverbs and prepositions and can explain this.

History – Plague (Eyam Derbyshire)			Science- States of Matter		
Text and Genre	Retell – café in the park 	Instructions for gruesome meal 	The Children of Winter – retell  (section of choice)	The Children of Winter- Diary Entry (section of choice)  (section of choice)	The Children of Winter  (section of choice)
Year 4 Genre Progression	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and settin. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Rhetorical question in the introduction Closing statement More than one sentence for some steps	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and settin. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Introduction to set the scene and create atmosphere. Events described from the author's perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don't tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs) Use a rhetorical question with a subordinating conjunction	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and settin. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech
Handwriting- Use a fluent, consistent style and write at speed					
Year 4 Grammar and Punctuation	Use a mixture of short sentences, simple sentences, compound and complex sentences.	May need to use AFL to consolidate previous Key Indicator Skills	Use fronted adverbials followed by a comma. When (Frequency) and How (Degree). May need to use AFL to consolidate previous Key Indicator Skills	Include complex sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma. May need to use AFL to consolidate previous Key Indicator Skills	Write a complex question sentence to emphasis my point in both fiction and writing. May need to use AFL to consolidate previous Key Indicator Skills
Year 4 Spelling	**"Dictation gives children opportunities to practice 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				

CLIFTON UPON DUNSMORE COUNTY PRIMARY SCHOOL - CURRICULUM FOR WRITING - YEAR 4

Summer 2

Geography – What makes a settlement

Text and Genre	Invisible – Retell 	Tuffy – retell section (possibly) bringing the dead bunny back to life). 	Tuffy – Persuasive letter from dad to the RSPCA asking them to remove Tuffy from the home. 	Tuffy retell(taking Tuffy to the vets) 	Non-chronological report – Settlements 
Year 4 Genre Progression	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and settin. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Include sender's address Formal/detailed introduction Justification of thoughts Persuasive openers Facts Rhetorical questions	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Select from a choice of sub-headings Include multiple paragraphs for each sub-heading Use 5w's independently Follow given structure Technical vocabulary Factual language Conjunctions for cause These can be used at the beginning or the middle of a sentence
Handwriting- Use a fluent, consistent style and write at speed					
Year 4 Grammar and	AFL / May need to consolidate a Key Indicator Skill	AFL / May need to consolidate a Key Indicator Skill	AFL / May need to consolidate a Key Indicator Skill	AFL / May need to consolidate a Key Indicator Skill	AFL / May need to consolidate a Key Indicator Skill
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>				