



Writing Year 4 Curriculum Overview

Composition Statutory requirements	<p>Pupils should be taught to plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. discussing and recording ideas</p> <p>draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot. in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. proofread for spelling and punctuation errors. 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</p>			
Spoken Language (Y1-6)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ✓ listen and respond appropriately to adults and their peers. ✓ ask relevant questions to extend their understanding and knowledge. ✓ use relevant strategies to build their vocabulary. ✓ articulate and justify answers, arguments, and opinions. ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <ul style="list-style-type: none"> ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. ✓ speak audibly and fluently with an increasing command of Standard English ✓ participate in discussions, presentations, performances, role play, improvisations and debates. ✓ gain, maintain and monitor the interest of the listener(s) ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others ✓ select and use appropriate registers for effective communication. 			
Autumn				
Class Book / Supporting texts	<p style="text-align: center;">Charlotte's Web</p> <p style="text-align: center; color: #0070c0;">Spiders – Kingfisher Readers</p> <p style="text-align: center;">A Giant Dose of Gross by Andy Seed (Non Chron – See Gateshead hub plans)</p>		<p>The Spider and the Fly – Classic narrative / performance poetry</p> <p>Poetry about Spiders David Harrison – 'Baby-spider'</p>	<p>The Christmasaurus and the Winter Witch - Tom Fetcher</p> <p>Jadis (The Lion the Witch and the Wardrobe) Harry Potter / Mr Dursley (Description) character descriptions link https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson1125/sample.pdf</p>
Text Types	PVPG	Non – Chron report - Spiders	Short burst writing Persuasion and setting description	Character description (F)
Grammar Features		<p>Use simple organisational devices to aid presentation in non-fiction writing.</p> <ul style="list-style-type: none"> · headings · subheadings <p>Use of the present perfect form of verbs instead of the simple past Use the previously taught punctuation correctly: question marks.</p>	<p>Poetic Techniques – diminuendo and crescendo Repetition and alliteration Rhyme</p> <p>Use deliberately chosen vocabulary to create a desired effect: *expanded noun phrases * adverbial phrases</p>	<p>Organise paragraphs around a theme.</p> <p>Use deliberately chosen vocabulary to create a desired effect: * expanded noun phrases (including prepositions) * precise nouns</p>



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	<p>Use apostrophes correctly for singular and plural possession</p> <p>Use paragraphs to group related material.</p> <p>Use noun phrases in writing, expanded by the addition of modifying adjectives, nouns and prepositions phrases (the strict maths teacher with curly hair)</p>	<p>*appropriate verb choices</p> <p>Use apostrophes for omission.</p> <p>Expand noun phrases for exaggeration.</p> <p>Use commas in lists</p>	<p>Use apostrophes for singular and plural possession.</p> <p>Use pronouns within and across sentences to aid cohesion and avoid repetition.</p> <p>comma after a fronted adverbial</p> <p>Use fronted adverbials to show time, reason, manner and place</p> <p>Use dialogue, description and behaviour to add more to the character.</p> <p>Use full range of speech punctuation correctly:</p> <ul style="list-style-type: none"> · comma after the reporting clause · end punctuation within inverted commas · new line for a new speaker
Spring			
Class Book / Supporting Texts	<p>The Firework Maker's Daughter by Phillip Pullman</p> <p>Poems about Fireworks</p> <p>Adverts (Mand S)</p>	<p>Monster Slayer: A Beowulf Tale by Brian Patten</p> <p>Beowulf – BBC Teach video https://www.youtube.com/watch?v=j4tsjDuULZQ</p>	
Text Types	Persuasive advert (NF)	Non-chronological report (NF)	Narrative focusing on character / tension (F) Including dialogue- characterising speech –
Grammar Features	<p>Expand noun phrases for exaggeration.</p> <p>Begin sentences with subordinating conjunctions:</p> <ul style="list-style-type: none"> · if · even if · whenever <p>Use imperative verb forms</p> <p>Use appropriate pronouns: personal pronouns</p> <p>Use adverbs to show:</p> <ul style="list-style-type: none"> · time <p>cause</p> <p>Use apostrophes for possession</p>	<p>Use simple organisational devices to aid presentation in non-fiction writing.</p> <ul style="list-style-type: none"> · headings · subheadings <p>Organise paragraphs around a theme.</p> <p>Use of the present perfect form of verbs instead of the simple past</p> <p>Use the previously taught punctuation correctly: question marks.</p> <p>Use apostrophes correctly: Single and plural possession</p> <p>Embed previously taught content: commas in a list.</p>	<p>In narrative, describes setting, characters and plot</p> <p>Organise a narrative into relevant parts</p> <p>Use dialogue, description and behaviour to add more to the character.</p> <p>Use full range of speech punctuation correctly:</p> <ul style="list-style-type: none"> · comma after the reporting clause · end punctuation within inverted commas · new line for a new speaker <p>Vary sentence structure through complex openings:</p> <ul style="list-style-type: none"> · adverbials · speech



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	Use a variety of sentence types including: · simple · compound · complex	Vary sentence openers through use of fronted adverbials to show time, manner and place (including commas) Vary sentence structure through complex openings: subject reference	Express time, place and cause through use of prepositions	
Summer				
Class Book Supporting Texts Literacy Shed	The Creakers by Tom Fletcher Adventures are the Pits – Literacy Shed Video Entering Narnia (The Lion, the Witch and the Wardrobe) Entering the underground caverns (Harry Potter and the Chamber of Secrets)		Monsters- An Owner's Guide by Jonathan Emmett The Street Beneath My Feet by Charlotte Guillain and Yuval Zommer Under Earth by Aleksandra Mizielinska and David Mizielinski How to Help a Hedgehog and Protect a Polar Bear by Dr Jess French The Everyday Journeys of Ordinary Things by Libby Deutsch Listen to CBeebies podcasts from the 'Do You Know' series - https://www.bbc.co.uk/cbeebies/radio/do-you-know-playlist?collection=radio-top-picks#playlist The Saga of Biorn – Literacy Shed Video Norse Folktales, Myths and Legends by Anika Hussain BBC Viking Sagas https://www.bbc.co.uk/teach/school-radio/articles/zkyqd6f	
Text Type	Diary entry (F) – (PITS)	Persuasive letter – Creakers	Explanation Text – Creakers / Monsters link	Narrative
Grammar Features	Secure using adverbials to connect sections/paragraphs Secure using a variety of sentence types including: · simple · compound · complex Secure using fronted adverbials to show time, manner and place and punctuate correctly Secure using apostrophes for omission Use adverbials to connect sections / paragraphs	Set non-fiction writing out appropriately: letter Use imperative verb forms Secure using appropriate pronouns: personal pronouns Use appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition. Expand noun phrases for exaggeration Use adverbs to show: · possibility · degree	Secure using a wider range of subordinating conjunctions. Use commas in lists. Secure using fronted adverbials to show time, manner and place and punctuate correctly. Use of the present perfect form of verbs instead of the simple past Secure previously taught punctuation	In narrative, describes setting, characters and plot. Organise a narrative into relevant parts. Use dialogue, description and behaviour to add more to the character. Use full range of speech punctuation correctly: · comma after the reporting clause · end punctuation within inverted commas · new line for a new speaker Vary sentence structure through complex openings: · adverbials · speech



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	Secure using deliberately chosen vocabulary to create a desired effect	Begin sentences with subordinating conjunctions: <ul style="list-style-type: none">· if· even if· whenever		
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