# Writing
# Year 4 Curriculum Overview

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| **Composition Statutory requirements – to be applied in all units.** | **Pupils should be taught to:**<br>**Plan their writing by:**<br>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.<br>• discussing and recording ideas<br>**draft and write by:**<br>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.<br>• organising paragraphs around a theme<br>• in narratives, creating settings, characters and plot.<br>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]<br>**evaluate and edit by:**<br>• assessing the effectiveness of their own and others' writing and suggesting improvements<br>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.<br>• proofread for spelling and punctuation errors<br>• 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 |
| **Spoken Language (Y1-6)** | Pupils should be taught to:<br>✓ listen and respond appropriately to adults and their peers.<br>✓ ask relevant questions to extend their understanding and knowledge.<br>✓ use relevant strategies to build their vocabulary.<br>✓ articulate and justify answers, arguments and opinions.<br>✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings<br>✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments<br>✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas<br>✓ speak audibly and fluently with an increasing command of Standard English<br>✓ participate in discussions, presentations, performances, role play, improvisations and debates<br>✓ gain, maintain and monitor the interest of the listener(s)<br>✓ consider and evaluate different viewpoints, attending to and building on the contributions of others<br>✓ select and use appropriate registers for effective communication. |

| Autumn | | |
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| **Class Text** | Charlotte's Web | The Christmasaurus and the Winter Witch - Tom Fetcher |

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| **Text Types**<br><br>**Mentor Texts** | **PVPG** | **Non – Chron report – Spiders**<br><br>• Spiders – Kingfisher Readers<br>• A Giant Dose of Gross by Andy Seed (Non Chron – See Gateshead hub plans)<br>• Don't Be Afraid of Spiders! \| Amazing Animals \| Backyard Science \| SciShow Kids https://www.youtube.com/watch?v=3qdxEilB_Sw<br>•https://www.youtube.com/watch?v=7K6Yqni_XfM<br>• The Big Book of Bugs - Yuval Zommer | **Character description (F)**<br><br>• Jadis (The Lion the Witch and the Wardrobe) (see character description mentor texts file in EYN)<br>• Scrooge from A Christmas Carol (see character description mentor texts file in EYN)<br>• Harry Potter / Mr Dursley (Description)<br>• character description link https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson1125/sample.pdf |

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| | | | • **Yeti – from King of the Cloud Forests by Michael Morpurgo (see character description mentor texts file in EYN)** |
| **Suggestion for Short Burst Write** | | **Wilbur's First Day at the Farm - Focus:** Thoughts and feelings<br>*Write a paragraph from Wilbur's point of view when he arrives at the Zuckermans' farm.*<br>**Inside the Barn- Focus:** Setting description<br>*Describe the barn using your senses.*<br>**Persuade the Farmer - Focus:** Persuasive writing<br>*Convince Mr Zuckerman to keep Wilbur safe.* | **Write a letter to Santa from William's dad.** |
| **Grammar Features** | Nouns – Common, proper, collective and partitive.<br><br>Verbs – Regular and irregular action verbs and verb phrases<br><br>Subjects<br><br>Building single clause sentences<br><br>Pronouns<br><br>Co-ordinating conjunctions to join clauses and compound subjects | Use simple organisational devices to aid presentation in non-fiction writing.<br>· headings<br>· subheadings<br><br>Use of the present perfect form of verbs instead of the simple past<br>Use the previously taught punctuation correctly: question marks.<br><br>Use apostrophes correctly for singular and plural possession<br><br>Use paragraphs to group related material.<br><br>Use noun phrases in writing, expanded by the addition of modifying adjectives, nouns and prepositions phrases (the strict maths teacher with curly hair) | Organise paragraphs around a theme.<br><br>Use deliberately chosen vocabulary to create a desired effect:<br>* expanded noun phrases (including prepositions)<br>* precise nouns<br><br>Use apostrophes for singular and plural possession.<br><br>Use pronouns within and across sentences to aid cohesion and avoid repetition.<br><br>comma after a fronted adverbial<br><br>Use fronted adverbials to show time, reason, manner and place<br><br>Use dialogue, description and behaviour to add more to the character.<br><br>Use full range of speech punctuation correctly:<br>· comma after the reporting clause<br>· end punctuation within inverted commas<br>· new line for a new speaker |
| | Evaluation of teaching and learning<br>• Are there any skills which did not fit the unit?<br>• Are there any skills which could purposefully be added?<br>• Did any child miss a lot of content? | | |
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| | Spring | | |
| **Class Text** | The Firework Maker's Daughter by Phillip Pullman | The Spider and the Fly – Classic narrative / performance poetry | Monster Slayer: A Beowulf Tale by Brian Patten |
| **Text Types**<br><br>**Mentor Texts** | **Persuasive advert (NF)**<br><br>Poems about Fireworks to gather vocabulary<br><br>Adverts (M and S)<br>• Watch fireworks displays<br>• Read firework poetry ( Great for vocab)<br>• Flamingoland leaflet – persuasive advert https://www.yumpu.com/en/document/read/22991991/download-pdf-days-out-leaflets<br>• Collect brochures for children to explore e.g. Beamish, Alton Towers | **Setting Description**<br><br>• https://www.youtube.com/watch?v=XOjXIlqoCyo (Fantasitc video of the poem)<br>• https://www.youtube.com/watch?v=DygyYDeb-HA ( "The Spider and the Fly" Read By Tony DiTerlizzi \|<br>• https://www.youtube.com/watch?v=5lwMQYxm23U<br>• https://www.literacyshed.com/spookyinspiration.html (Be careful in case chn are afraid) | **Narrative focusing on character / tension (F) Including dialogue- characterising speech**<br><br>• **Beowulf – BBC Teach video https://www.youtube.com/watch?v=j4tsjDuULZQ** |
| **Suggestion for Short Burst Write** | **Acrostic poem (including onomatopoeia)** | **Persuasive speech** | **Character description** |
| **Grammar Features** | Expand noun phrases for exaggeration.<br><br>Begin sentences with subordinating conjunctions:<br>· if<br>· even if<br>· whenever<br><br>Use imperative verb forms<br><br>Use appropriate pronouns: personal pronouns<br><br>Use adverbs to show:<br>· time<br>cause<br><br>Use apostrophes for possession<br><br>Use a variety of sentence types including:<br>· simple | Poetic Techniques –<br>diminuendo and crescendo<br>Repetition and alliteration<br>Rhyme<br><br>Use deliberately chosen vocabulary to create a desired effect:<br>*expanded noun phrases<br>* adverbial phrases<br>*appropriate verb choices<br><br>Use apostrophes for omission.<br><br>Expand noun phrases for exaggeration.<br><br>Use commas in lists | In narrative, describes setting, characters and plot<br><br>Organise a narrative into relevant parts<br><br>Use dialogue, description and behaviour to add more to the character.<br><br>Use full range of speech punctuation correctly:<br>· comma after the reporting clause<br>· end punctuation within inverted commas<br>· new line for a new speaker<br><br>Vary sentence structure through complex openings:<br>· adverbials<br>· speech<br><br>Express time, place and cause through use of prepositions |

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| | · compound<br>· complex | | |
| | Evaluation of teaching and learning<br>• Are there any skills which did not fit the unit?<br>• Are there any skills which could purposefully be added?<br>• Did any child miss a lot of content? | | |
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| **Summer** | | | |
| **Class Text** | **The Creakers** by Tom Fletcher | **Monsters- An Owner's Guide by** Jonathan Emmett | |
| **Text Type**<br><br>**Mentor Texts** | **Diary entry (F) – (PITS)**<br><br>• **A**dventures are the Pits – Literacy Shed Video<br>• Entering Narnia (The Lion, the Witch and the Wardrobe<br>• Entering the underground caverns (Harry Potter and the Chamber of Secrets) | **Persuasive letter**<br><br>• I Wanna Iguana by Karen Kaufman<br>• Can I be Your Dog?<br>• Dear Mrs LaRue<br>• The Day the Crayons Quit | **Explanation Text – Creakers / Monsters link**<br><br>• Monsters- An Owner's Guide by Jonathan Emmett<br>• 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<br>• The Street Beneath My Feet by Charlotte Guillain and Yuval Zommer<br>• Under Earth by Aleksandra Mizielinska and David Mizielinski<br>• How to Help a Hedgehog and Protect a Polar Bear by Dr jess French<br>• The Everyday Journeys of Ordinary Things by Libby Deutsch |
| **Suggested Short Burst Write** | **Description of setting** | **Diary-style Paragraph "Lucy's Journal"**<br>**Focus:** First person voice<br>*Write a short diary entry from Lucy's perspective* | **Character Description**<br>**"Design Your Own Monster" Focus:**<br>Expanded noun phrases + imagination<br>*Describe your own monster.* |
| **Grammar Features** | Secure using adverbials to connect sections/paragraphs<br><br>Secure using a variety of sentence types including:<br>· simple<br>· compound | Set non-fiction writing out appropriately: letter<br><br>Use imperative verb forms<br><br>Secure using appropriate pronouns: | Secure using a wider range of subordinating conjunctions.<br><br>Use commas in lists. |

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| | · complex<br><br>Secure using fronted adverbials to show time, manner and place and punctuate correctly<br><br>Secure using apostrophes for omission<br><br>Use adverbials to connect sections / paragraphs<br><br>Secure using deliberately chosen vocabulary to create a desired effect | personal pronouns<br><br>Use appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.<br><br>Expand noun phrases for exaggeration<br><br>Use adverbs to show:<br>· possibility<br>· degree<br><br>Begin sentences with subordinating conjunctions:<br>· if<br>· even if<br>· whenever | Secure using fronted adverbials to show time, manner and place and punctuate correctly.<br><br>Use of the present perfect form of verbs instead of the simple past<br><br>Secure previously taught punctuation |
| | Evaluation of teaching and learning<br>• Are there any skills which did not fit the unit?<br>• Are there any skills which could purposefully be added?<br>• Did any child miss a lot of content? | | |
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