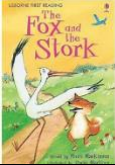
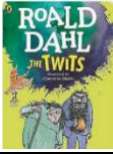
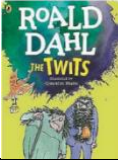


CURRICULUM FOR WRITING YEAR 4 PENINNE WAY PRIMARY SCHOOL

- 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.

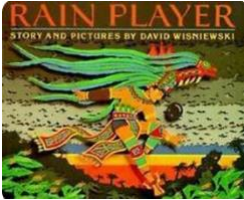
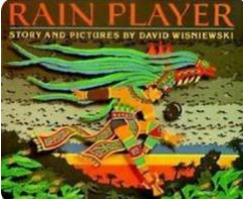
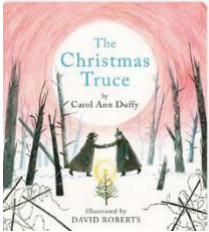
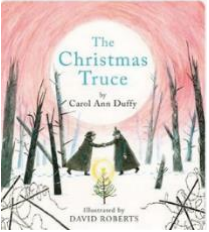
- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Science -Classifying Organisms			History		Geography -Brazil	
Text and Genre	Retell- The Fox and the Stork 	Character Description 	Retell- A section 	Setting Description- The Lion and the Unicorn. Also use opening of The Lion, The Witch and the Wardrobe Film 	Diary Entry (Leaving for the country) Also, use the opening of the Imitation Game. 	Retell- Running away and seeing the unicorn. 
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	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	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	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 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 – Understand which letters, when adjacent to one another, are best left unjoined.						
Year 4 Grammar and Punctuation	Use ambitious adjectives to enhance the nouns in the writing. Use the Standard Form of English, drawing on my knowledge of Subject Verb Agreement. The skills highlighted may need to be taught as stand-alone spag lessons: Know the difference between the plural and possessive 's'. Use an apostrophe for plural possession with regular plurals.	Modify a noun phrase with an adjective, noun or preposition. Use prepositions as fronted adverbials and include an adjective to give the reader more information.	Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end).	Use more sophisticated similes to describe things in my writing.	Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence. Identify the difference between simple past and simple present tense.	Choose the most appropriate verbs to accurately describe to the reader what is being described. Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end).
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					

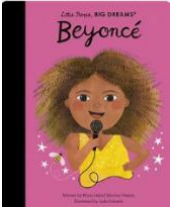
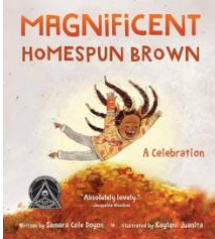
CURRICULUM FOR WRITING YEAR 4 PENINNE WAY PRIMARY SCHOOL

Autumn 2

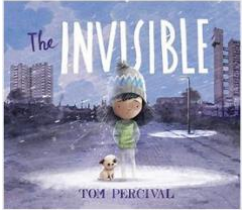
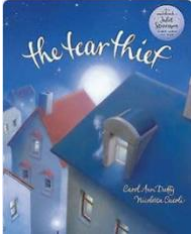
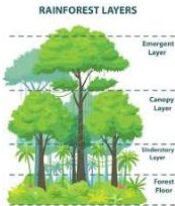
Science -Food & Digestion		History – Ancient Maya Civilisation		Geography	
Text and Genre	Retell- Rain Player (Final Section) 	Persuasive Letter -Rain Player - to the Rain God Chac 	Non-Chronological Report- What is the Digestive System? 	Recount – The Christmas Truce 	Free Verse Poetry 
Year 4 Genre 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	Paragraphs around a theme Address the reader directly Present perfect tense Thoughts and feelings Show don't tell Rhetorical questions	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	Engage the reader- why was the event significant? Include thoughts, opinions and feelings Select important elements Detailed conclusion and recommendations Technical vocabulary	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 Own vocabulary choices
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.	Use a comma after a fronted adverbial. Write a complex question sentence to emphasis my point in both fiction and non-fiction writing.	Use the acronym FANBOYS to help me remember coordinating conjunctions (All of Year 3 + for, nor).	Choose the most appropriate nouns and pronouns.	Consolidation previously taught 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				

CURRICULUM FOR WRITING YEAR 4 PENINNE WAY PRIMARY SCHOOL

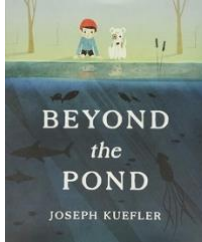
Spring 1

History – Early Islamic Civilisation (Baghdad)					
Science- States of Matter			Geography		
Text and Genre	Black History Month -Recount	Setting Description – Magnificent Homespun Brown	Diary Entry	Retell- The Promise	Information Leaflet – Baghdad – The Round City
					
	Includes feeling about times and occasions in their life	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	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 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 Follow given structure Technical vocabulary Factual language Conjunctions for cause These can be used at the beginning or the middle of a sentence
Year 4 Grammar and Punctuation	Choose the most appropriate nouns.	Use a simile as a sentence opener. Use more sophisticated metaphors to describe things in my writing.	Revision of Show Don't Tell	Start a new paragraph when the setting, action or time change in narrative writing.	Use a wider a range of conjunctions for cause. Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence.
Handwriting- Use a consistent and efficient style of handwriting					
Year 4 Spel	*“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				

CURRICULUM FOR WRITING YEAR 4 PENINNE WAY PRIMARY SCHOOL

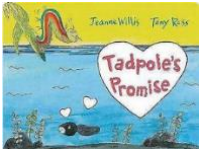
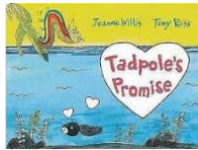
Spring 2					
Geography- Tropical Rainforest		Science – Sounds			History
Text and Genre	Retell – The Invisible 	Retell- The Tear Thief 	Blog – Experience from the Amazon 	Free Verse Poetry (Seasons) 	Non- Chronological Report -Tropical Rainforests 
Year 4 Genre Progression	Including build-up, problem, 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	Paragraphs around a theme Address the reader directly Present perfect tense Thoughts and feelings	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. Own vocabulary choices.	Select from a choice of sub-headings Include multiple paragraphs for each sub-heading 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 consistent and efficient style of handwriting					
Year 4 Grammar and Punctuation	Adverbs to show how (manner) root word spelling change. (Consolidation of speech.)	Short sentences to move events on quickly in a story.	I can explain how to use Present Perfect Tense and use irregular verbs.	Consolidation of using ambitious adjectives to enhance the nouns in the writing. Use more sophisticated similes to describe things in my writing.	Consolidation of extending sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence.

CURRICULUM FOR WRITING YEAR 4 PENINNE WAY PRIMARY SCHOOL

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					
Summer 1						
History – Local History			Science- Electricity		Geography	
Text and Genre	Retell- The Bear and the Piano 	Retell 	Character Description- The Crayon Man 	Retell -The Crayon Man 	Setting-Beyond the Pond 	Explanation- What is Electricity? 
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	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	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	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.
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.	Include complex sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma.	Consolidation of similes and ambitious adjectives.	Consolidation of previously taught skills.	Beginning to use personification to describe things in my writing. Use fronted adverbials followed by a comma. When (Frequency) and How (Degree).	Consolidation of using fronted adverbials followed by a comma. When (Frequency) and How (Degree).
Year	*“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					

--	--	--	--	--	--	--

Summer 2

Science-Properties of Materials			Geography – Earthquakes and Settlements		History
Text and Genre	Retell- Tadpole's Promise 	Letter- Begging for Forgiveness (Tadpole) 	Instructions- How to complete a circuit?	Retell-The Lighthouse  	Free Verse Poetry – Earthquakes 
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	Paragraphs around a theme Address the reader directly Present perfect tense Thoughts and feelings Show don't tell Rhetorical questions	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	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. Own vocabulary choices.
Handwriting- Use a fluent, consistent style and write at speed					

CURRICULUM FOR WRITING YEAR 4 PENINNE WAY PRIMARY SCHOOL

Year 4 Grammar and Punctuation	Consolidation of previously taught skills. The skills highlighted may need to be taught as stand-alone spag lessons: 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.	Consolidation of previously taught skills.	Consolidation of using fronted adverbials followed by a comma. When (Frequency) and How (Degree).	Consolidation of previously taught skills.	Consolidation of using personification.
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>				