

Year 4 English Writing Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>												
Text	The Dream Giver	Blackfish												
Genres	<u>Narrative:</u> Fantasy Stories	<u>Non – Fiction:</u> Persuasive Speech												
Text Types	Setting description, character description, dragon description, descriptive poem, diary entry, fantasy/adventure story.	Newspaper report, information text, commentary for a documentary, comparison formal letter, persuasive speech.												
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Cross Curricular Writing Opportunities	<u>History – Tudors:</u> Character description of Henry VIII by using evidence from artefacts and sources to describe appearance and personality.	<u>Computing -</u> Use Google Document to write an information report about an animal. <u>PSHE -</u> Character profile about Nelson Mandela or any famous person from Africa.												
Focus writing objectives	<ol style="list-style-type: none"> Expanded noun phrases (modifying adjectives, nouns and prepositional phrases). Writing demonstrates appropriate use of: Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was). Punctuation at Y3 standard is used correctly: Full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in lists, apostrophes for contracted forms (e.g. don't). Some use of determiners to give more detail about nouns (e.g. the, a, his, this, my, her, some) 	<ol style="list-style-type: none"> Writing demonstrates appropriate use of: Fronted adverbials to vary sentence structure (later that day, I heard the bad news). A range of punctuation is used, mostly accurately including: Commas after fronted adverbials. Use paragraphs to organise information and ideas around a theme. Use simple organisational devices, including headings and subheadings to aid presentation. 												
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History - reign, medicine, history			promise extreme certain group length address eight eighth		
Science - material			Guided Reading - occasion, important		
Maths - increase, opposite			PSHE - famous		

Ongoing writing objectives	<p>Planning, drafting, evaluating, editing and proofreading Plan using features of the given form.</p> <ul style="list-style-type: none"> Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader. Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures. Create setting, characters and plot in narrative writing including: Using details to build character descriptions and evoke a response. Create setting, characters and plot in narrative writing including: Developing settings using adjectives and figurative language to evoke time, place and mood. Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation. Make appropriate additions, revisions and corrections when proofreading and editing. <p>Applying vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Mostly accurate use of apostrophes for possession with singular nouns (e.g. the dog's tail, John's hat). Writing demonstrates appropriate use of: The grammatical difference between plural and possessive s. A range of punctuation is used, mostly accurately including: Possessive apostrophes for plural nouns (e.g. girls', boys', babies'). <p>Spelling and Handwriting</p> <ul style="list-style-type: none"> Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency. Write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list. Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4). Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-). The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3/4 are mostly accurate. Mostly accurate spelling of words from the Year 3/4 wordlist. Use dictionaries efficiently.
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	<u>Spring 1</u>	<u>Spring 2</u>								
Texts	Escape from Pompeii	Leon and the Place Between								
Genres	Narrative: Stories with issues and dilemmas, stories with historical settings	Narrative: Adventure stories								
Text Types	Character description, setting description, short passage with dialogue, newspaper article, adventure story	Character description, setting description, descriptive poem, dialogue between characters, adventure story								
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Cross Curricular Writing Opportunities	<p>PSHE - An information leaflet about healthy eating and an exercise guide.</p> <p>Geography - Volcano survival guide</p>	<p>Science - Explanation text on how the human digestive system works.</p> <p>RE - A recount of the Last Supper.</p>												
Focus writing objectives	<ol style="list-style-type: none"> 1. Use different ways, including fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later/Inside the castle/Suddenly). 2. Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect). 3. Make appropriate additions, revisions and corrections when proofreading and editing. 4. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower. She gave it to her mum.). 	<ol style="list-style-type: none"> 1. Create setting, characters and plot in narrative writing including: Developing settings using adjectives and figurative language to evoke time, place and mood. 2. Create setting, characters and plot in narrative writing including: Using details to build character descriptions and evoke a response. 3. Use paragraphs to organise and sequence more extended narrative structures. 4. A range of punctuation is used, mostly accurately including: Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker). 												
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	<u>Summer 1</u>	<u>Summer 2</u>								
Texts	The Egyptian Echo, Ancient Egypt:Tales of Gods and Pharaohs, The Story of Tutankhamun	The Vanishing Rainforest								
Genres	<u>Non – Fiction: Newspapers report/blog</u>	<u>Non – Fiction: Information leaflet</u>								
Text Types	<u>Non – Fiction:</u> Non-chronological report, setting description, newspaper article, letter, persuasive leaflet, biography.	<u>Non – Fiction:</u> Diary entry, information booklet, non chronological report about yano tribe, role play - warriors, dialogue between characters.								
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Cross Curricular Writing Opportunities	<p>History - Information text about the Nile Instructions on how to mummify a body Diary entry on the Discovery of the tomb</p>	<p>Geography - To write a comparison report on life here and life in the rainforest. Science - Create an information poster on how we can help to protect our local habitats.</p>												
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Ongoing writing objectives

Planning, drafting, evaluating, editing and proofreading

- Plan using features of the given form.

- Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader.
- Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures.
- Create setting, characters and plot in narrative writing including: Using details to build character descriptions and evoke a response.
- Create setting, characters and plot in narrative writing including: Developing settings using adjectives and figurative language to evoke time, place and mood.
- Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation.
- Make appropriate additions, revisions and corrections when proofreading and editing.

Applying vocabulary, grammar and punctuation

- Mostly accurate use of apostrophes for possession with singular nouns (e.g. the dog's tail, John's hat).
- Writing demonstrates appropriate use of: The grammatical difference between plural and possessive s.
- A range of punctuation is used, mostly accurately including: Possessive apostrophes for plural nouns (e.g. girls', boys', babies').

Spelling and Handwriting

- Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency.
- Write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list.
- Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4).
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- Use dictionaries efficiently.