



YEAR 4

WRITING CURRICULUM



KNOW IT

YEAR 4

SENTENCE STRUCTURE

Reporting Clause	Use in direct speech to explain who is speaking and how it's being spoken
Subordinate Clause	Extends the main clause. Cannot stand alone as a sentence e.g. The boy wrote a story, as there was a competition.
Main Clause	Forms a complete sentence on its own e.g. The boy wrote a story.
Clause	Contains a subject and a verb.

New Learning

Prior Learning

TENSE

Progressive Tense	An ongoing action. 'I am writing.'
Perfect Tense	Uses has/had/have to refer to a completed action. 'I have been writing.'
Tense	A verb form which indicates time.

PUNCTUATION

Commas	After a reporting clause.
Commas	Used after a fronted adverbial.
Inverted commas	Used to surround speech.
Possessive Apostrophe (Plural)	To mark plural possession. The girls' shoes

WORD CLASS

Comparative	An adjective which compares two nouns e.g. bigger, deeper.
Superlative	An adjective which compares 3+ nouns e.g. rich, richer, richest.
Determiner	A word used to define the noun. all, few, many
Possessive Pronoun	A pronoun which indicates possession. mine, yours, his
Pronoun	Can be used to replace a noun. 'I', 'they'
Fronted Adverbial	An adverb/adverbial at the front of the sentence <u>before the verb</u> . carefully,
<u>Adverbials</u> Time Place	Give extra meaning to the verb: yesterday, in the forest,
<u>Adverb/</u> <u>Adverbials</u> Manner	Time and place. quickly well
Preposition	A word which indicates position. under through
Co-ordinating Conjunction	A word which joins two equal clauses: but and yet
Subordinating Conjunction	A word linking a main and subordinate clause: while because

SPELLING

Stressed	A syllable within a word given greater emphasis.
Unstressed	Letters which are not easy to hear within a word.
Exceptions	Those spellings which do not follow a given rule/pattern.
Near Homophones	bury/berry, accept/except
Irregular Verbs	Verbs that don't follow the usual pattern for changing tense. write/wrote go/went am/was
Prefix	A group of letters added to the beginning of a root word to change the meaning. untidy

SPELLING

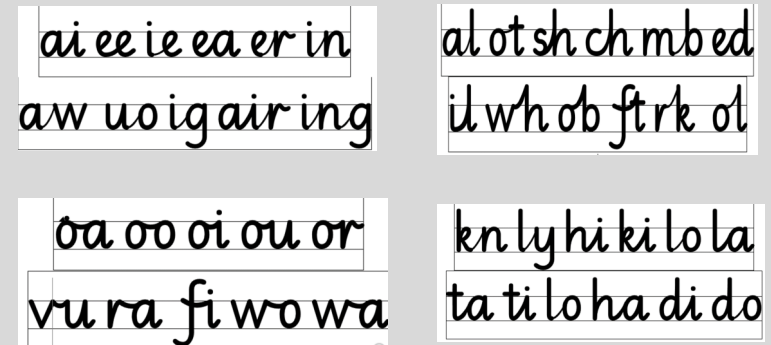
Children in Year 4 should be taught to spell:

Common Exception Words	Apostrophe Words	Prefix Words	Suffix Words
accident, accidentally, although, believe, bicycle, breathe, business, calendar, complete, different, disappear, eighth, exercise, experience, experiment, favourite, grammar, knowledge, medicine, natural, naughty, occasion, occasionally, opposite, ordinary, particular, peculiar, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, question, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, therefore, thought, through, various, weight, woman, women	Possession (plural) Children's men's girls' babies'	dis~, mis~, re~, in~, il~, im~, sub~, auto~, anti~, ir~, inter~, super~	~ssion ~ian ~ous -ally, ~ing, ~ed, ~er, ~tion, ~sion, ~ation
	Alternatives	Homophones	
actual, actually, address, answer, appear, arrive, breath, build, busy, caught, centre, century, certain, circle, consider, continue, decide, describe, difficult, early, earth, eight, enough, extreme, famous, February, forward, forwards, fruit, group, guard, guide, heard, heart, height, history, imagine, important, increase, interest, island, learn, length, library, material, mention, minute, notice, often, perhaps, quarter, though	~sure, ~ture, ~cher endings, e.g. measure, creature, teacher - ch sounding k, e.g. echo - ch sounding sh, e.g. chef - gue sounding g, e.g. league - que sounding k, e.g. unique - sc sounding s, e.g. scheme	Teach a range:- - ai / a_e – pail, pale - ee / ea – meet, meat 3 way homophones: there / their / they're buy / by / bye heal / heel / he'll - i / y – die / dye - i_e / igh – side / sighed - oa / ow – groan / grown	

HANDWRITING

Children should use their handwriting skills to:

- use the diagonal and horizontal strokes that are needed to join letters;
 - increase the fluency, legibility, consistency and quality of their handwriting through regular practice;
 - continue to encourage correct pencil/pen grip and posture when writing;
 - use joined up handwriting throughout independent writing.
- Ensure the needs of left-handed children are considered.



RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 4

In most cases:

- Adding 'ing', 'ed', 'er', 'en', 'ation'.
If the word has more than one syllable and the second syllable is stressed, then double the consonant;
e.g. forgotten, forgetting, beginner, beginning - stressed
Gardener, limitation - unstressed

- Plurals
Nouns that end with vowel + o add s, e.g. toes
Nouns that end with consonant + o add e.g. echoes;

In most cases just add the suffix ~ous to the root word where the root ends in 'our' drop the 'u' and add 'ous' e.g. humorous.

- words ending in 'sure', 'ture', - if it sounds 'zur' then 'sure' should be used, e.g. measure. If it sounds like 'chur' then 'ture' should be used e.g. picture;
- ~ssion should be used if the root ends in 'ss' or 'mit', e.g. admission;
- ~cian should be used if the root ends in 'c' or 'cs', e.g. musician.

TEACH IT: COMPOSITION

YEAR 4

WRITING SKILLS

Grammar

Children should be taught to:

- understand the difference between plural and possessive 's';
- use the standard English form for verb inflections, e.g. We were/We was, I did/I done.

Extend sentence structures and aid cohesion through:

- use of fronted adverbials e.g. 'Later that day';
- use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth';

- use a or an according to whether the next word begins with a consonant or vowel.

Extend sentence structures through:

- use of conjunctions, prepositions and adverbs to express time, place and cause;
- use of perfect form of verbs instead of simple past e.g. He has gone out.

Punctuation

- Use of commas after a fronted adverbial.
- Use of comma after a reporting clause in direct speech.
- Use of inverted commas to punctuate direct speech in narrative.
- Use of the possessive apostrophe for singular and plural nouns.

WRITING PROCESS

Produce/Publish

Read aloud their own writing to a group or class with appropriate intonation to make meaning clear.

Read and Respond

Identify and discuss language, grammar, structure and organisational features in a model text.

Evaluate & Edit

Evaluate effectiveness of own & others' writing. Proof read for spelling, punctuation and grammar errors.

Writing Process

Prepare

Introduce the writing task identifying C.A.P. Discuss and share ideas. Gather information and vocabulary banks.

Draft

Draft and write through rehearsing and composing sentences, experimenting with language and sentence structures. Organise paragraphs around a theme and consider organisational devices.

Plan

Plan writing through discussing and recording ideas, continuing to refer back to the C.A.P and draw upon reading.

WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 4 children should focus on three of these. They should be given opportunity to read and write texts which inform, entertain or persuade.



To inform

Newspapers
Recount-Diary
Instructions
NC reports

To entertain

Description
Poetry
Story Writing

To persuade

Adverts
Posters
Letters

Children should be taught the importance of context, audience and purpose through:

- selecting language for the particular affect it has on the reader, e.g. persuade, inform, engage, evoke emotion;
- building cohesion within and across sentences through: appropriate choice of nouns; to introduce the subject/object and pronouns to reference back; use of paragraphs to organise ideas around a theme and use of fronted adverbials, conjunctions and prepositions to clarify;
- beginning to experiment with an informal style, as well as formal, which may include contracted form, vernacular language and direct addresses to the reader.



APPLY IT: TO ENTERTAIN

YEAR 4

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

STORY WRITING	POETRY	DESCRIPTIONS
Children should be taught to: <u>Structure & Organisation</u> - create a title for their story; - include a beginning which introduces the character or setting; - include a build up which hints at what is going to happen next; - include a dilemma which introduces the problem; - include a resolution where the problem is solved; - include an ending which details the characters' feelings and what will happen next; - organise writing into paragraphs which follow and flow; <u>Grammatical features</u> - use the tense consistently (past or present); - use a wide range of conjunctions to express, time, place and manner; - decide whether to use first or third person and use it consistently; - use direct speech to advance the action; <u>Language features</u> - use pronouns to avoid repetition; - use expanded noun phrases to aid cohesion; - use fronted adverbials to detail where, when and how; - use adverbs and adjectives to create detailed descriptions.	Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience. They should be given the opportunity to plan, write and perform poetry. Children should be taught to read, write and perform: <u>Kenning Poems</u> - create a list of words and ideas to describe the object; - select the most powerful vocabulary; - create compound words (using the selected vocabulary); which will describe the object of the poem; - avoid using the object's name. For example: <u>The Sea</u> life-giver whale-road blue-abyss Pupils should also experience a range of poetry through the reading curriculum.	Children should be taught to: <u>Structure & Organisation</u> - introduce the character, setting or object to the reader; - describe their/its appearance (distinctive features), personality, actions, thoughts and feelings; <u>Grammatical features</u> - use the tense consistently (past or present); - use a wide range of conjunctions to link ideas; - use subordinate clauses to add detail and context; - use the third person; <u>Language features</u> - use adjectives, adverbs and prepositions to paint a clear picture for the reader; - use figurative language to add detail and description; - use show not tell techniques, encouraging the reader to make inferences; - use fronted adverbials to detail where and where, when and how; - use pronouns to avoid repetition; - use expanded noun phrases to aid cohesion and add detail.

APPLY IT: TO INFORM

YEAR 4

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<u>NON-CHRONOLOGICAL REPORT</u>	<u>NEWSPAPER ARTICLE</u>	<u>INSTRUCTIONS</u>	<u>RECOUNT - DIARY</u>
Children should be taught to: <u>Structure & Organisation</u> - include a heading to introduce the topic; - include an introduction to outline the topic; - include sub-headings to organise sections of information and to aid cohesion; - use paragraphs to organise related information; <u>Grammatical features</u> - use third person; - use mainly present tense; - include some use of perfect tense; - use a range of conjunctions to aid cohesion; <u>Language features</u> - use technical vocabulary to demonstrate factual knowledge; - use specific names of people or places; - use statistics to inform; - use pronouns to refer back to the subject; - use noun phrases to avoid repetition; - use noun phrases, adverbs and prepositions to provide specific, factual detail.	Children should be taught to: <u>Structure & Organisation</u> - include a short, catchy headline; - include a byline with who is reporting; - organise the article in two columns; - may include an image with caption; - begin with an introduction which summarises the report (5Ws); - use paragraphs to sequence the events; - close with a final comment about the article; <u>Grammatical features</u> - include witness statements through direct and reported speech; - use past tense; - use third person; <u>Language features</u> - use specific names of people or places; - use emotive vocabulary to convey and evoke response; - use noun phrases to avoid repetition; - use pronouns to refer back to the subject; - avoid overly detailed descriptions.	Children should be taught to: <u>Structure & Organisation</u> - include a title which outlines what the instructions are for, "How to...."; - organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence; - keep the sentences concise so the reader can follow the steps easily; - use numbered steps to give clarity; - end with a closing statement which may include warnings and/or top tips; <u>Grammatical features</u> - use second person; - use adverbs to direct how the action should be completed; - use imperative verbs to indicate importance; - use conjunctions to illustrate the sequence; - use mainly present tense; <u>Language features</u> - use determiners to give precision and quantify; - use technical/subject specific language for clarity; - use noun phrases and pronouns to avoid repetition.	Children should be taught to: <u>Structure & Organisation</u> - include a date the diary was written; - express what type of day it has been ; - organise the main body into paragraphs; - organise the information chronologically; - include only relevant/significant events or information; - include a closing reflection; <u>Grammatical features</u> - use mainly past tense; - use first person address; - include time and sequence conjunctions; - use adverbs of time; - consider the effectiveness of a rhetorical question; <u>Language features</u> - use emotive language to emphasise feelings and reveal thoughts; - use pronouns to avoid the repetition of proper nouns; - include opinions as well as facts; - use personal pronouns.

APPLY IT: TO PERSUADE

YEAR 4

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<u>ADVERT</u>	<u>LETTER</u>	<u>POSTERS</u>
Children should be taught to: <u>Structure & Organisation</u> - include a heading; - include sub-headings; - consider how best to make the advert visually appealing (colour, bullet points, diagrams, images, font, size); - create a catchy tagline to advertise the product; - include a promise of a bargain/offer; <u>Grammatical features</u> - use imperative verbs to convey importance; - use inverted commas for direct quotes/endorsements; - use exclamatory sentences to emphasise; - include a rhetorical question; - include positive statistics; <u>Language features</u> - use subject specific vocabulary; - avoid detailed descriptions; - use comparisons and exaggeration (better than...); - use alliteration for effect; - use noun phrases to avoid repetition; - use language which appeals to the senses; - use comparative and superlative adjectives.	Children should be taught to: <u>Structure & Organisation</u> - include a sender and recipient's address; - include the date the letter was written; - begin the letter with 'Dear...'; - inform the recipient of the purpose of the letter and how the writer is feeling (I am excited to inform you/saddened to tell you/happy to announce); - present facts and information clearly; - close by stating what you would like to happen next; <u>Grammatical features</u> - use mainly past tense; - use first person address; - add a rhetorical question to cause the reader to consider the writer's view; - use subordinating conjunctions to express cause and effect; <u>Language features</u> - use Sir/Madam if the recipient is unknown; - use 'faithfully' to close if the recipient is unknown, 'sincerely' when known; - include only relevant information; - use emotive language to stress feelings; - use pronouns to avoid the repetition of proper nouns.	Children should be taught to: <u>Structure & Organisation</u> - include a heading; - consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size); - focus upon the key message and ensure this is clearly written on the poster; <u>Grammatical features</u> - use imperative verbs to convey importance; - use inverted commas for direct quotes/endorsements; - use exclamatory sentences to emphasise; <u>Language features</u> - use subject specific vocabulary; - avoid detailed descriptions; - use comparisons (better than...); - use alliteration for effect; - use noun phrases to avoid repetition; - use comparatives and superlative adjectives.