

Year 4 Writing Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Composition - NC	<ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> 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 draft and write by: <ul style="list-style-type: none"> 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] evaluate and edit by: <ul style="list-style-type: none"> 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 					
Writing Vocabulary, grammar and punctuation - NC	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading 					
Grammar	<p>Word: The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Text: Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Punctuation: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials</p> <p>Terminology for pupils: determiner, pronoun, possessive pronoun, adverbial</p>					

Curriculum Theme	Ruthless Romans!		Marvellous Maya	Our Planet	Me and My World	
No of weeks Suggested number of units					6 weeks with 2 short weeks 2 units + short unit	7 weeks (Sports day/shuffle up) 3 units
Genres Please see Teacher Packs for features of the genres to be taught	<u>Narrative</u> - Pompeii : Vesuvius erupts <u>Non-chronological report</u> – Roman Empire <u>Persuasive leaflet</u> – visit Italy	<u>Instruction</u> How to dress like a Roman soldier <u>Narrative</u> – Boudicca’s resistance (Attack of the Romans) <u>Narrative</u> - mystery in a Roman villa	<u>Non-chronological report</u> – Maya <u>Fantasy Narrative</u> Classic Fiction - The Witches <u>Persuasive writing</u> – letter to the Witches Back up units : Instructions – A spell Character description	<u>News report/script</u> for news about flooding using a news clip. <u>Poetry</u> inspired by rivers <u>Scientific explanation</u> of Water Cycle	<u>Instructions</u> - food with local/imported foods <u>Narrative</u> – My story <u>Recount</u> –local visit	<u>Narrative</u> - story from another culture <u>Non-chronological report</u> – significant local people <u>Playscript</u> - The Firework-Maker’s Daughter
Handwriting	Fluent, joined and legible. Interventions if fine motor skills still need support.					
Grammar – appendix 2 Can appear in other teacher packs but MUST be taught & assessed within this unit	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation	Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation	Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]

<p>NC Writing – vocabulary, grammar and punctuation</p> <p>Can appear in other teacher packs but MUST be taught & assessed within this unit</p>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using fronted adverbials followed by a comma</p> <p>Choosing nouns and pronouns for cohesion</p>	<p>Paragraphs grouped by time or place using the present perfect form of verbs in contrast to the past tense</p> <p>Using and punctuating direct speech</p>	<p>Paragraphs around a theme</p> <p>prepositions of place</p> <p>Direct speech</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p>	<p>Causal connectives</p> <p>Use of Standard English</p> <p>Adverbs</p> <p>Simile and metaphor</p>	<p>Direct speech all punctuation correctly</p> <p>Appropriate choice of pronoun</p> <p>Plus – prepositional phrases as adverbials</p>	<p>Emotive language eg powerful verbs</p> <p>Noun phrases expanded by the addition of modifying adjectives</p> <p>Possessive apostrophes for plural nouns</p>
<p>Spelling – Appendix 1 & 2</p>	<p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>The /ʌ/ sound spelt ou These words should be learnt as needed. young, touch, double, trouble, country</p> <p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>The suffix –ous Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before</p>	<p>Use of prefixes: Before a root word starting with l, in– becomes il. illegal, illegible Before a root word starting with m or p, in– becomes im–. immature, immortal, impossible, impatient, imperfect Before a root word starting with r, in– becomes ir–. irregular, irrelevant, irresponsible re– means 'again' or 'back'. re–: redo, refresh, return, reappear, redecorate sub– means 'under'. sub–: subdivide, subheading, submarine, submerge</p>	<p>Use of prefixes: inter– means 'between' or 'among'. inter–: interact, intercity, international, interrelated (inter + related) super– means 'above'. super–: supermarket, superman, superstar anti– means 'against'. anti–: antiseptic, anticlockwise, antisocial auto– means 'self' or 'own'. auto–: autobiography, autograph</p>	<p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>The suffix –ation The suffix –ation is added to verbs to form nouns. The rules already learnt still apply. information, adoration, sensation, preparation, admiration</p>	<p>Appendix 2 – Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] The / / I sound spelt y elsewhere than at the</p>

	<p>letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te. –ssion is used if the root word ends in ss or –mit. –sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention. –cian is used if the root word ends in c or cs. invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician</p>	<p>–ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e. poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</p>				<p>end of words These words should be learnt as needed. myth, gym, Egypt, pyramid, mystery</p>
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Unit Feedback and Marking format Writing at Tyndale Primary

		Feedback Method Suggested							
	Focus within the writing process	Verbal feedback	Self-marking	Brief adult marking	Correction of spelling/ grammar	Highlighting of the writing checklist	In-depth marking <i>potentially pupil conferencing</i>	Short celebratory comment	Assessment Notes
1	Features of text, immersion in genre	✓	✓	✓	✓				There are 3 opportunities to check and correct pupils' understanding of the features of the text Day 1, 6 and 9
2	Comprehension of content	✓	✓	✓	✓				
3	Vocabulary – short burst	✓	✓	✓	✓				Can children use tier 2 vocabulary in context of the writing but also (verbally) in another context? Can they use tier 3 (if appropriate)?
4	Grammar focus	✓	✓	✓	✓				Are children using the correct grammatical term, can they identify an example of each?
5	Grammar focus - short burst	✓	✓	✓	✓				Can they show they can use the grammatical structure accurately discretely?
6	Plan - content and language features	✓		✓	✓				
7	First draft				✓	✓	✓		Live marking should be used for emerging writers
8	First draft				✓	✓	✓		
9	Edit and review	✓	✓	✓	✓				
10	Final write					✓	✓	✓	