

Year 4 Writing

Relevant KS2 end points covered:

- To plan and write for a range of purposes and audiences.
- To use a range of devices to build cohesion within and across paragraphs.
- To use grammatical structures that reflect what the writing requires.
- To develop vocabulary appropriate to the audience.
- To describe settings, characters and atmosphere in narratives.
- To manipulate sentence structures.
- To maintain tense throughout a piece of writing.
- To use a range of punctuation for accuracy and effect.
- To spell most words correctly or to use resources quickly and efficiently in order to support spelling.
- To consistently join handwriting.

Key concepts:

- Composition
- Transcription

Strands

- Planning
- Structure
- Vocabulary
- Grammar
- Punctuation
- Spelling
- Handwriting

Prior Knowledge

letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma, adverb, preposition, pronoun, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

Year Group Terminology

determiner, pronoun, possessive pronoun, adverbial

| Autumn 1 | | | Autumn 2 | | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|--|--|---|--|---|--|--|--|--|--|--|---|
| AS THE BOMB DROPS | | | | | | THE ROMANS | | | | A VOYAGE OF DISCOVERY | | | |
| Text Types | | | | | | | | | | | | | |
| Building Blocks | Explanation | Recount | Poetry Haiku | Information Leaflet | Informal Letter | Narrative Myth | Non-Chronological Report | Explanation | Journalistic Writing | Narrative | Poetry List Poem | Narrative | Review |
| Ongoing objectives: | | | | | | | | | | | | | |
| I can plan writing using the main features of a specific text type. | | | | | | | | | | | | | |
| I can use simple past and present tense. | I can write a sentence with more than one clause using when, if because and although I can use a subordinating conjunction to begin a sentence. I can use a range of simple pronouns in sentences. To improve my writing. | I can use conjunctions that signal time I can write sentences which begin with adverbs of time and place. I am beginning to use a comma when writing sentences which begin with adverbs of time and place. | I can understand the different grammatical structures of poetry. | I can organise paragraphs around a theme. I can use a subordinating conjunction to begin a sentence. I am increasingly using a comma when writing sentences which begins with adverb. | I am beginning to use the present perfect form of verbs. I can accurately use apostrophes to indicate possession. | I can use conjunctions that shift the setting. I can use alliteration as a simple figurative device. I can use a comma when writing sentences which begin with adverbs of manner. I can punctuate direct speech accurately sometimes remembering to use a new line for each new speaker. | I can organise paragraphs around a theme using subheadings. I can write sentences which begin with adverbs of time, place and manner. I can use standard English verb inflections. | I can confidently organise paragraphs around a theme and sequence them logically. I can use prepositional phrases of cause. | I am beginning to use the present perfect form of verbs. I can use standard English verb inflections confidently. I am confidently using a comma when writing a sentence which begins with an adverb. I can use apostrophes to indicate possession including irregular plurals. | I can use conjunctions that inject suspense. I can use similes and alliteration as simple figurative devices. I can use prepositional phrases to express time. I can punctuate direct speech accurately remembering to use a new line for each new speaker. | I can read aloud my own poem with appropriate intonation. I can use the grammatical structure of a list poem. | I can confidently organise paragraphs around a theme and sequence them logically. I can use conjunctions that signal time, inject suspense and shift the setting. I can confidently use apostrophes to indicate possession including those of irregular plurals. | In this unit, the children will present their writing in their own way using structural features appropriate to their chosen form and employing techniques learned throughout the year. |