

## Writing Curriculum – Year 4

<u>Writing Genre and associated features</u>	<u>Skills to be taught</u>
Fiction writing based on different genres -historical settings - stories from other cultures - older literature - imaginary worlds - other cultures - fables, myths and legends - traditional tales	<ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write narratives with a clear beginning, middle and end with a coherent plot.</li> <li>• To proof-read confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.</li> <li>• To create more detailed settings, characters and plot in narratives to engage the reader.</li> <li>• To consistently organise their writing into paragraphs around a theme.</li> <li>• To maintain an accurate tense throughout a piece of writing.</li> <li>• To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> <li>• To use the full range of punctuation from previous groups.</li> <li>• To use all the necessary punctuation in direct speech mostly accurately.</li> <li>• To use apostrophes for singular and plural possession with increasing confidence.</li> <li>• To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. them she, they, it.</li> <li>• To use fronted adverbials, e.g. As quick as a flash, Last weekend; demarcated with commas.</li> </ul>
Recounts	
Explanations	
Poetry	
Persuasive writing	
Narratives including 3 <sup>rd</sup> person	
Instruction writing	
Newspaper reports	
Diary	<u>Extension</u>

	<ul style="list-style-type: none"> <li>• To write a range of narratives that are well-structured and well-paced.</li> <li>• To write a range of non-fiction texts that are well-structured with appropriate layout devices.</li> <li>• To proof-read consistently and amend their own and others' writing, correcting errors, in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</li> <li>• To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.</li> <li>• To constantly organise their writing into paragraphs around a theme to add cohesion and aid the reader.</li> <li>• To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.</li> <li>• To consistently use apostrophes for singular and plural possession.</li> <li>• To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>• To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.</li> </ul>
<p><u>Spellings</u></p> <ul style="list-style-type: none"> <li>• To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</li> <li>• To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• To spell homophones correctly, e.g. which and witch.</li> <li>• To spell all of the Y3+4 statutory spelling words correctly.</li> </ul> <p><u>Extension</u></p> <ul style="list-style-type: none"> <li>• To use their knowledge of word families to help with their spelling.</li> </ul>	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• To consistently use a neat, joined handwriting style.</li> </ul>

