

Writing Curriculum – Year 4

<u>Writing Genre and associated features</u>	<u>Skills to be taught</u>
<p>Fiction writing based on different genres</p> <ul style="list-style-type: none"> -historical settings - stories from other cultures - older literature - imaginary worlds - other cultures - fables, myths and legends - traditional tales <p>Recounts</p> <p>Explanations</p> <p>Poetry</p> <p>Persuasive writing</p> <p>Narratives including 3rd person</p> <p>Instruction writing</p> <p>Newspaper reports</p> <p>Diary</p>	<ul style="list-style-type: none"> • To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). • To write narratives with a clear beginning, middle and end with a coherent plot. • 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. • To create more detailed settings, characters and plot in narratives to engage the reader. • To consistently organise their writing into paragraphs around a theme. • To maintain an accurate tense throughout a piece of writing. • To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'. • To use the full range of punctuation from previous groups. • To use all the necessary punctuation in direct speech mostly accurately. • To use apostrophes for singular and plural possession with increasing confidence. • To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair. • To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. them she, they, it. • To use fronted adverbials, e.g. As quick as a flash, Last weekend; demarcated with commas. <p><u>Extension</u></p>

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

