

## **Unity Community Primary School**

## **Curriculum Progression in Writing - Year 4**

## 2023-2024

## KEY TECHNICAL SKILLS FOR YEAR 4

Fronted adverbials

Apostrophes

Range of subordinate clauses

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	7 weeks		8 weeks		6 weeks		5 weeks		6 weeks		7 weeks	
Ye	Text type:	<u>Text</u>	Text type:	<u>Text</u>	<u>Text</u>	<u>Text</u>	Text type:	<u>Text</u>	<u>Text</u>	Text type:	<u>Text</u>	<u>Text</u>
ar	Non-	type:	Non-	type:	type:	type:	Non-	type:	type:	Fiction-	type:	type:
4	Fiction-	Fiction-	Fiction-	Fiction-	Non-	Fiction	Fiction	Fiction	Non-	Characteris	Non-	Fiction-
	Autobiogr	Fairy-	Newspape	Portal	Fiction-		Non-	Diary	Fiction	ation and	Fiction	Conquer
	aphy	tale	r report	Story	Discussi	<u>Model</u>	Chronolo	entry	Persuasi	Dialogue	Instructi	ing the
					on	text:	gical		ve		onal	monster
	<u>Model</u>	Model	<u>Model</u>	<u>Model</u>	writing	Alan	Report	Model	writing	Model text:	writing	tale
	text:	text:	text:	text:		Peat		text:		The		
	Autobiogr	Egyptia	Discovery	Elf Road	Model	Suspe	Model	Alan	Model	Firework	<u>Model</u>	Model
	aphy of	n	of	portal	text:	nse	text:	Peat-	text:	maker's	text:	text:
	Tutankha	Cinder	Tutankha	story	Should	text	Alan Peat-	forest	Teacher	daughter	Pie	
	mun	ella	mun.		boys		Alien text	explore	pleaser		Corbett-	Toolkit:
				Toolkit:	learn to	<u>Toolkit</u>		r		<u>Toolkit:</u>	How to	
	Toolkit:	<u>Toolkit</u>	Toolkit:		cook	<u>:</u>	Toolkit:		Toolkit:		be a	
		<u>:</u>										

Openings,	Setting	Interesting	Alternat	Toolkit:	Dilem	Use of	<u>Toolkit</u>	Punchy	Thoughts	Roman	<u>Hot</u>
headings,		facts	ive	For and	ma,	conjuncti	<u>:</u>	title	and	Solider	task:
organisati	<u>Hot</u>	Subject	endings	against	suspen	ons to	Time	Inviting	reactions		Create
on.	task:	specific		argume	se	make	adverbi	introduct	Use	Toolkit:	their
	Chines	paragraph	<u>Hot</u>	nts		complex	als	ion	dialogue	Use a	own
Hot task:	e	S.	task:		<u>Hot</u>	sentences	Though	Round of	punctuation	range of	conquer
Autobiogr	Cinder	Hot task:	Create	<u>Hot</u>	task:	Technical	ts &	conclusi	correctly	add on	ing the
aphy of	ella	Newspape	their	task:	Create	Vocabular	Feeling	on		phrases.	monste
Cleopatra		r report-	own	Should	their	У	s.	Hot task:	Hot task:	Appropri	tale.
1		Mountains	portal	prime	own			Persuasi	Create a	ate	
			story	drinks	suspen	Hot task:	<u>Hot</u>	ve	story: 'The	punctuat	
				be	se	Non-	task:	writing:	shoemaker'	ion	
				banned	story.	Chronolo	Diary	Buy a	s daughter'	Precise	
						gical	entry-	parent		noun	
						report	life as a	pleaser		and	
						about the	Roman	machine		verbs	
						Loch ness	solider				
						monster.				Hot task:	
										How to	
										be an	
										aborigine	

Spelling	Handwriting		
<ul> <li>Pupils should be taught to use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>	<ul> <li>Pupils should be taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent</li> </ul>		

<ul> <li>write from memory simple sentences, dictated by the teacher, that punctuation taught so far.</li> </ul>	include words and  to one another, are best left unjoined  increase the legibility, consistency and quality of their handwriting
Composition	Vocabulary, Grammar and Punctuation
<ul> <li>Pupils should be taught to plan their writing by:         <ul> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme in narratives, creating settings, characters and plot</li> <li>organising paragraphs in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> </li> </ul>	Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:  • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, while, as  • using conjunctions, adverbs and adverbials (eg. firstly, suddenly, all of a sudden, at the top of the mountain, in a quiet voice)  • using a comma after fronted adverbials  • indicating possession by using the possessive apostrophe with singular and plural nouns  • using and punctuating direct speech (develop use of speechmarks and extend to punctuation at the end of speech eg. "I won't eat this!" he shouted. OR He shouted, "I won't eat this!")  Terminology  • letter, capital letter, lower case, upper case  • word, singular, plural  • word family, prefix, suffix  • consonant, vowel  • synonym, opposite

• sentence, statement, question, exclamation, command

<ul> <li>clause, subordinate clause</li> <li>word classes: noun, noun phrase, adjective, adverb, verb, preposition, conjunction</li> <li>adverbial, fronted adverbials</li> <li>tenses: past, present, future, imperative</li> <li>direct speech</li> </ul>
<ul> <li>punctuation, full stop, question mark, exclamation mark</li> <li>bullet points</li> <li>apostrophe, comma, inverted commas (or 'speech marks')</li> </ul>