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**KEY TECHNICAL SKILLS FOR YEAR 4**

Fronted adverbials

Apostrophes

Range of subordinate clauses

**Unity Community Primary School**

**Curriculum Progression in Writing - Year 4**

**2024-2025**

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|  | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|  | 7 weeks | | 8 weeks | | 6 weeks | | 6 weeks | | 6 weeks | | 7 weeks | |
| Year 4 | **Text type:**  Non- Fiction- Autobiography  **Model text:**  Autobiography of Tutankhamun  **Toolkit:**  Openings, headings, paragraphs  **Hot task:**  Autobiography of Cleopatra | **Text type:**  Fiction-  Fairy-tale  **Model text:**  Egyptian Cinderella  **Toolkit:**  Setting description  Expanded noun phrases  Fronted adverbials for time  **Hot task:**  Alternative Cinderella | **Text type:**  Non- Fiction-  Journal entry  **Model text:**  *I Was Here* Sue Reid  **Toolkit:**  Time Adverbials  Range of conjunctions  Emotive language  Apostrophe for possession  **Hot task:**  Diary entry for water boy | **Text type:**  Fiction- Portal Story  **Model text:**  **Toolkit:**  Dialogue  **Hot task:**  Create their own portal story | **Text type:**-Fiction-  **Model text:**  *Coraline*  **Toolkit:**  Dialogue  Setting description, adverbs  **Hot task:**  Portal story story setting | **Text type:**  Non-Fiction Travel advert  **Model text:**  *Coraline*  **Toolkit:**Coordinating /subordinate conjunctions  **Hot task:**  Create their own advert for own portal land | **Text type:**  Fiction Suspense/tension  **Model text:**  *Wild Robot*  **Toolkit:**  Tension –vary sentence structure, creating pace/action  Dialogue  !?  **Hot task:**  Suspense narrative, including dialogue | **Text type:**  Non- fiction  -Non-chron- report  **Model text:**  *Wild Robot*  **Toolkit:** Paragraphs  Prepositional phrases  Technical vocabulary  conjunctions  **Hot task:**  Write a non-chron report about Wild Robot | **Text type:**  Fiction  Action /advenure  **Model text:**  *Arthur and The Golden Rope*  **Toolkit:**  Dialogue  **Hot task:**  Write a narrative in 3rd person, including setting and character description | **Text type:**  Non-Fiction  Letter  **Model text:**  *Arthur and The Golden Rope*  **Toolkit:**  Paragraphs, paragraph openers,  formal language  **Hot task:**  Letter to professor | **Text type:**  Suspense**Model Text:**  *Harry Potter and Philosopher’s Stone*  **Toolkit:**  Varying sentence structure for or tension  3 clause sentences  **Hot task:**  Re-write the 3 headed monster scene | **Text type:**  Non-fiction /explanation **Model text:**  *Harry Potter and Philosopher’s Stone*  **Toolkit**  Range of conjunctions  **Hot Task:**  How to be a Wizard |

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| Spelling | | Handwriting |
| * Pupils should be taught to use further prefixes and suffixes and understand how to add them (English Appendix 1) * spell further homophones * spell words that are often misspelt (English Appendix 1) * place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | | * Pupils should be taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting |
| Composition | Vocabulary, Grammar and Punctuation | |
| Pupils should be taught to plan their writing by:   * 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 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 * organising paragraphs in non-narrative material, using simple organisational devices [for example, headings and sub-headings] * evaluate and edit by 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 * proof-read for spelling and punctuation errors * 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. | 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 speech marks 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 * clause, subordinate clause * word classes: noun, noun phrase, adjective, adverb, verb, preposition, conjunction * adverbial, fronted adverbials * tenses: past, present, future, imperative * direct speech * punctuation, full stop, question mark, exclamation mark * bullet points * apostrophe, comma, inverted commas (or ‘speech marks’) | |