
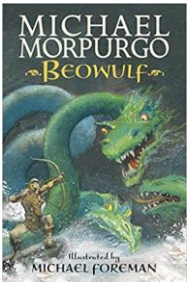


Writing Curriculum: Year Four Autumn Term 1

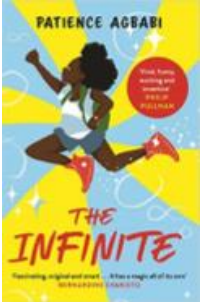
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use expanded noun phrases	To be able to classify words – nouns, adjectives and verbs	 <p>New Kid By Jerry Craft</p>	Diary	To be able to draft and write in narratives, creating settings, characters and plot	Write a diary from the point of view of Jordan. Attempt to answer such questions as: What makes being a new kid so challenging for Jordan? How do the school, teachers, and other kids make it difficult for him? Why does the school provide a guide for new kids? What makes a good guide? Is Liam a good guide?	
2	To be able to write multi-clause compound sentences using a variety of co-ordinating conjunctions – FANBOYS	To be able to classify words – nouns, adjectives and verbs					
3	Extended Writing Week						
4	To be able to write multi-clause complex sentences using subordinating conjunctions – because, if, although,	To be able to write expanded noun phrases		Information text	To be able to plan their writing by discussing and recording ideas.	Similar to Jordan, we have many new pupils at Harper Bell. Every week, at least one new pupil starts somewhere in the school. Your task is to write an information text outlining everything a new pupil would need to know about Harper Bell. This could include a brief history of the school, information about the school's faith, key adults, information about routines etc.	
5	To be able to write multi-clause complex sentences using subordinating conjunctions – when, while, where	To be able to modify noun phrases with the use of a thesaurus					
6	Extended Writing Week						

Writing Curriculum: Year Four Autumn Term 2

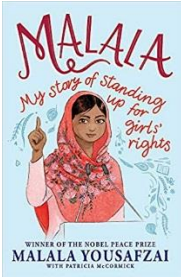
Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to write adverbial phrases for manner (how)	To be able to punctuate sentences accurately with full stops, question marks or explanation marks	 <p>Beowulf by Michael Morpurgo</p>	Speech	To be able to draft and write by progressively building a varied and rich vocabulary and an increasing range of sentence structures	Write the speech that Beowulf rose to give to Lord Hrothgar, his wife the queen and to the other people of this land (p40)	Visit Compton Verney and experience life as a Viking villager. www.comptonverney.org.uk/plan-your-visit/education-visits/primary-school-visits/
2	To be able to write adverbial phrases for place (where)	To be able to use commas in a list					
3	Extended Writing Week						
4	To be able to write adverbial phrases for time (when)	To be able to write expanded noun phrases – <i>emphasis on emotive and sensationalist language that could be used to persuade</i>		Character description	To be able to draft and write in non-narrative material, using simple organisational devices	Write a character description of Grendel. http://www.keystage2literacy.co.uk/beowulf.html	
5	To be able to write adverbial phrases for manner, place and time.	To be able to modify noun phrases with the use of a thesaurus – <i>emphasis on emotive and sensationalist language that could be used to persuade</i>					
6	Extended Writing Week						

*This book and topic offers a great opportunity to study Kennings Poems for at least one week

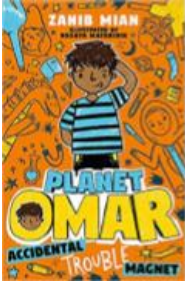
Writing Curriculum: Year Four Spring Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links	
1	To be able to use expanded noun phrases	To be able to classify words – nouns, adjectives and verbs						
2	To be able to write fronted adverbials and punctuate them accurately	To be able to use the first two or three letters of a word to check its spelling in a dictionary.		Graphic novel	To be able to plan their writing by discussing and recording ideas.	Transform an event from the story into a graphic novel.		
3	Extended Writing Week							
4	To be able to write fronted adverbials and punctuate them accurately	To be able to use inverted commas and other punctuation to indicate direct speech						
5	To be able to use inverted commas and other punctuation to indicate direct speech	To be able to use the first two or three letters of a word to check its spelling in a dictionary.	The Infinite By Patience Agbabi	Letter	To be able to draft and write in non-narrative material, using simple organisational devices	You are Elle and the year is 2048. You must write a letter to yourself and send it back to the present. The aim of the letter is to warn present-day Elle of the pitfalls and dangers you (2048 Elle) have encountered so she can learn from your experiences.		
6	Extended Writing Week							

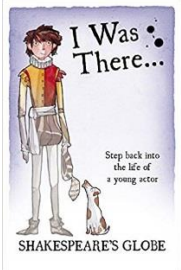
Writing Curriculum: Year Four Spring Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links	
1	To be able to express time, place and cause using conjunction e.g. when, before, after, while, so, because	To be able to use standard English	 <p>MALALA My Story of Standing Up for Girls' Rights WINNER OF THE NOBEL PEACE PRIZE MALALA YOUSAFZAI WITH PATRICIA MCCORMICK</p>	Non - chronological report	To be able to evaluate and edit by proof-reading for spelling and punctuation errors.	A report about the life of Malala, including her achievements before and after the attack. See her website for ideas: https://www.malala.org/malalas-story	Provide children with lots of actual news footage and newspaper reports from the time of the attack. Malala's UN speech.	
2	To be able to express time, place and cause using adverbs e.g. then, next, soon, therefore	To be able to use standard English						
3	Extended Writing Week							
4	To be able to express time, place and cause using prepositions e.g. before, after, during, in, because of	To be able to use commas to demarcate clauses		Malala: My Story of Standing Up for Girls' Rights	Recount – Newspaper report	To be able 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		Write a newspaper report recounting the day that Malala was attacked.
5	To know the difference between a conjunction, adverb and preposition	To be able to use commas to demarcate clauses						
6	Extended Writing Week							

Writing Curriculum: Year Four Summer Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use apostrophes for possession accurately in words with regular plurals and in words with irregular plurals	To understand that some subordinating conjunctions can also be used as prepositions	 <p>Planet Omar: Accidental Trouble Magnet By Zanib Mian</p>	Character description	To be able to describe settings, characters and atmosphere in narratives.	Write a character description of the school bully Daniel.	
2	To be able to use apostrophes for possession accurately in words with regular plurals and in words with irregular plurals	To understand that some subordinating conjunctions can also be used as prepositions					
3	Extended Writing Week						
4	To be able to use inverted commas and other punctuation to indicate direct speech	To be able to classify words as conjunctions, prepositions and adverbs		Conversation	To be able to evaluate and edit by proof-reading for spelling and punctuation errors.	Write from the point of view of Daniel after he got stranded on the school trip to London. You are having a conversation with Omar in order to apologise for your previous behaviour. Explain to Omar the lessons that you have learned and how you are going to change your ways in the future.	
5	To be able to use inverted commas and other punctuation to indicate direct speech	To be able to classify words as conjunctions, prepositions and adverbs					
6	Extended Writing Week						

Writing Curriculum: Year Four Summer Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links		
1	To be able to use paragraphs to organise ideas around a related theme	Revise all year 4 punctuation	 <p>I was there...Shakespeare's Globe</p>	Recount – Biography	To be able to 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.	Write a biography about William Shakespeare	Visit Stratford Upon Avon and Shakespeare's Birthplace Museum.		
2	To be able to use paragraphs to organise ideas around a related theme	Revise all year 4 punctuation			To be able to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements				
3	Extended Writing Week			I was there...Shakespeare's Globe	Play Script	To be able to draft and write in narratives, creating settings, characters and plot		After exposing children to examples of play scripts, children can turn one of the chapters from the text into a play script.	Go and visit the Globe Theatre!
4	Revision of key SPAG skills yet to be mastered	Revise all year 4 punctuation							
5	Revision of key SPAG skills yet to be mastered	Revise all year 4 punctuation							
6	Extended Writing Week								

Writing Curriculum: Sequence of Objectives

Year Four

Main Objectives in Sequential Order	Spelling Objectives in Sequential Order	Composition Objectives
<ol style="list-style-type: none"> 1. To be able to write single clause/simple sentences 2. To be able to use expanded noun phrases for description 3. To be able to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases 4. To be able to write multi-clause compound sentences using a variety of co-ordinating conjunctions – FANBOYS 5. To be able to write multi-clause complex sentences using a wide array of subordinating conjunctions – because, when, while, if, although, where (<i>these are the year three subordinating conjunctions</i>) 6. To be able to use adverbs to modify verbs and adjectives 7. To be able to write adverbial phrases for time (when) 8. To be able to write adverbial phrases for manner (how) 9. To be able to write adverbial phrases for place (where) 10. To be able to write fronted adverbials 11. To be able to use commas after fronted adverbials. 12. To be able to use inverted commas and other punctuation to indicate direct speech 13. To be able to express time, place and cause using conjunction e.g. when, before, after, while, so, because 14. To be able to express time, place and cause using adverbs e.g. then, next, soon, therefore 15. To be able to express time, place and cause using prepositions e.g. before, after, during, in, because of 16. To know when to use commas to punctuate multi-clause sentences 17. To know the difference between a conjunction, adverb and preposition 18. To be able to classify words as conjunctions, prepositions and adverbs - wherever, whether, whereas, whenever, until, unless, though, since, once, except, even though, before, after 19. To understand that some subordinating conjunctions can also be used as prepositions 20. To be able to use paragraphs to organise ideas around a related theme 21. To know the grammatical difference between plural and possessive –s 	<ol style="list-style-type: none"> 1. To be able to spell all of the words from the year ¾ spelling list 2. To be able to use the first two or three letters of a word to check its spelling in a dictionary. 3. To be able to use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)). 4. To spell words that are often misspelt (English Appendix 1). 5. To be able to spell further homophones 6. To be able to use apostrophes for possession accurately in words with regular plurals and in words with irregular plurals 7. To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ol style="list-style-type: none"> 1. To be able 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; 2. To be able to plan their writing by discussing and recording ideas. 3. To be able to plan their writing by composing and rehearsing sentences orally (including dialogue) 4. To be able to draft and write by progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) 5. To be able to draft and write by organising paragraphs around a theme 6. To be able to draft and write in narratives, creating settings, characters and plot 7. To be able to draft and write in non-narrative material, using simple organisational devices 8. To be able to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements 9. To be able to evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 10. To be able to evaluate and edit by proof-reading for spelling and punctuation errors. 11. To be able to read aloud their own writing, to a group or the whole class,

<p>22. To be able to use apostrophes to mark singular and plural possession</p> <p>23. To be able to choose appropriate pronouns or nouns within sentences to aid cohesion and avoid repetition.</p> <p>24. To be able to use standard English forms for verb inflections instead of local spoken forms</p>		<p>using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p>To be able 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.</p> <p>To increase the legibility, consistency and quality of their handwriting</p>		