

Overview of Y4 Writing Curriculum

(Please refer to the whole school skills progression documents for end of year English objectives)

Autumn Term

Rationale

The autumn term starts with reading the modern classic, 'Charlotte's Web' which gives the children the opportunity to explore a number of different themes which are built on throughout the year and in other texts. The book is appropriate for Y4 as it is light-hearted enough to make it fun but begins to explore aspects of friendship and loss which will be enhanced further in the year. The language used is also perfectly pitched for Y4 as it is accessible yet it offers challenge due to the book being set in America. The chapter lengths are also appropriate enough that they develop the reading stamina of the children. The text also allows children to tackle a number of different forms of writing where the children can take on the various roles of the characters, developing their sense of perspective and emotions. Using the topic of the Ancient Romans for writing also allows us to experience other stylistic forms such as non-chronological reports. This is then reinforced by using the anniversary of the SS Windrush as a vehicle for writing as the children gain the experience of writing similar forms but with different content and from a different perspective.

| Key Stimuli | Key Purposes | Forms | Spelling | Grammar & Punctuation | Handwriting |
|-----------------------------|--|---|--|--|---|
| Charlotte's Web by EB White | To inform To entertain To persuade | Letters in role Newspaper reports DASH paragraph Setting description Memorial | Year 4 Statutory Spellings Lists Revise spelling rules from Year 3 Words with /aw/ spelt with 'augh' and 'au' Adding the prefix in- (meaning 'not' or 'into') | Inverted Commas and speech marks Fronted adverbials Focus on accurate punctuation – full stops Their, there and They're Possessive Apostrophes | To write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters |
| Arbeia Trip | To inform To report To explain | Non-chronological Report | Adding the prefix im- (before a root word starting with 'm' or 'p') | | |
| Ancient Romans | To inform To report To explain | Letters in role Non-chronological report | Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') | | Down strokes are parallel and equidistant, with lines of writing spaced sufficiently so that ascenders |
| SS Windrush | To inform To report To explain | Non-chronological report | Homophones & near homophones | | |

| | | | | | |
|-----------------------------|--------------|----------------|---|--|--|
| John Lewis Christmas Advert | To entertain | Letter in role | <p>Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p>Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de', or 'd')</p> <p>Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p>Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)</p> <p>Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p>Words with 'ough' to make a long /o/, /oo/ or /or/ sound</p> | | <p>and descenders do not touch</p> <p>All writing is joined in every book</p> <p>Speed and fluency is improving</p> <p>To begin writing with a pen</p> |
|-----------------------------|--------------|----------------|---|--|--|

Spring Term

Rationale

This term the writing curriculum begins with work based on our class reading text, 'The Mysterious Journey of Edward Tulane'. This allows for the children to make links with understanding feelings of love, abandonment and loss and explores these feelings in a darker and more mature way than Charlotte's Web. Through the text, the children are able to empathise with the main character who changes from a self-obsessed 'cold' character to understanding what love is and what it's like to love. The children work on a variety of genres within their writing to explore the themes that are covered in the book – loss, love, self-obsession and control. As the character begins to love, he then moves on to another set of people even when he doesn't want to, just like Wilbur did in Charlotte's Web, allowing comparisons to be made back. Through this text, children foster an appreciation of personality traits and how characters develop throughout the text. The chapters are manageable within lessons and the language choices make the book accessible. Opportunities are given to write in role and key elements of the writing process are modelled and practised. 'Cinnamon' by Neil Gaimon gives us the opportunity to compare Edward Tulane with a similar character who experiences issues with love and control. The contrasting nature of the two characters helps develop an understanding of the main text of Edward Tulane by emphasizing those themes and having the children directly compare them. At this point, children who were unsure of what 'themes' were are directly exposed to the term and allowed to explore them in greater detail.

| Key Stimuli | Key Purposes | Forms | Spelling | Grammar & Punctuation | Handwriting |
|--|--|--|---|---|---|
| <p>'The Mysterious Journey of Edward Tulane' by Kate DiCamillo</p> | <p>To entertain To persuade To explain</p> | <p>Writing a character description/analyzing a character</p> <p>Letters in role</p> <p>Empathise with a character</p> <p>Writing a prediction based on events</p> <p>Adapting and editing a story to include own ideas</p> <p>Writing a DASH paragraph</p> <p>Using characters feelings to write a profile</p> <p>Hot seating as a character</p> | <p>Year 4 Statutory Spellings Lists</p> <p>Revise spelling rules from Year 3</p> <p>Homophones and near homophones</p> <p>Suffix –ation</p> <p>Prefix – sub (under) and super</p> <p>Words spelt with 'sc'</p> <p>Words spelt with soft c (sound 'ce')</p> <p>Words spelt with soft c (sound 'ci')</p> <p>Year ¾ common exception words</p> | <p>Word classes – noun, adjective, adverb, determiner,</p> <p>Commas after fronted adverbials</p> <p>Possessive apostrophes including irregular plurals</p> <p>Pronouns and possessive pronouns</p> <p>Inverted commas and speech marks</p> <p>Conjunctions</p> | <p>To write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Down strokes are parallel and equidistant, with lines of writing spaced sufficiently so that ascenders and descenders do not touch</p> <p>All writing is joined in every book</p> |
| <p>Cinnamon by Neil Gaimon for World Book Day</p> | <p>To entertain</p> | <p>Comparison of texts and themes</p> | | | <p>Speed and fluency is improving</p> <p>To begin writing with a pen</p> |

Summer Term

Rationale

This term starts by reading, 'A Place Called Perfect' which is a dark, strange and intriguing book, combining elements of both the previous texts but developing them. Within the text, themes that have been previously looked at, such as friendship and loss, are revisited but in a much darker tone, improving the children's maturity levels and exposing them to texts which have a more mature feel to them than they may have previously read. The pace of the book keeps the children engaged in every lesson. The chapters are longer than the previous two books with them becoming increasingly longer towards the climax of the book which helps to develop the reading stamina of the children in preparation for future texts in Y5 and Y6. The clever use of the map at the front of the book allows children to refer back to it and visualize where the story is taking place and also allows them to make references to previous and new information within the text. The creative and bizarre storyline also helps free the children's imaginations, allowing them to make predictions based on the evidence in front of them. The book also allows them to build on their understanding of the different personality traits within Edward Tulane by assigning these traits to the wildly different and bombastic characters within, 'A Place Called Perfect'. Using the history topic, Ancient Egyptians as a vehicle for some of the writing also helps children to build on the non-chronological reports that they have completed previously with the Romans and the SS Windrush. Elements such as layout and organization play a key role in the ensuring the effectiveness of their reports, along with paragraph and content structure.

| Key Stimuli | Key Purposes | Forms | Spelling | Grammar & Punctuation | Handwriting |
|---|--|--|---|---|---|
| 'A Place Called Perfect' by Helena Duggan | To inform To entertain To persuade | Persuasive writing Formal Letter Summarising in a paragraph Predictive paragraphs – 'what happens next' Descriptive writing to create a scene D.A.S.H paragraphs Persuasive poster Newspaper report Poetry | Year 4 Statutory Spellings Lists Adding the prefix inter- (meaning 'between' or 'among') Adding the prefix anti- (meaning 'against') Adding the prefix auto- (meaning 'self' or 'own') Adding the prefix ex- (meaning 'out') and non- (meaning 'not') Common exception words – 6 th column starting with 'Knowledge' Common exception words – 7 th column starting with 'Knowledge' | Adverbials of manner Adjectives and fronted adverbials Determiners Standard English – were/was/did/done Antonyms Direct Speech Personal Pronouns and possessive Pronouns Plural possessive apostrophes Word classes | To write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Down strokes are parallel and equidistant, with lines of writing spaced sufficiently so that ascenders |

| | | | | | |
|--|----------------------------------|---|--|--|--|
| <p>'Egypt' Non- Chronological report</p> | <p>To inform To instruct</p> | <p>Non-Chronological report writing</p> | | | <p>and descenders do not touch</p> <p>All writing is joined in every book</p> <p>Speed and fluency is improving</p> <p>To consolidate writing with a pen</p> |
|--|----------------------------------|---|--|--|--|