

## MARSHLAND PRIMAY ACADEMY CURRICULUM FOR WRITING - YEAR 4




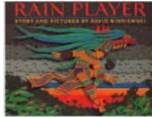

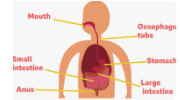
- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

### Autumn 1

#### Science – Humans, Teeth and Eating

#### History- The Mayans

Text and Genre	Retell- One Trick 	Character Description- The Enormous Crocodile 	Retell- The Disgusting Sandwich 	Retell- Opening Section 	Diary Entry of the day of the game. 	Explanation of the Digestive System (2 weeks) 
Year 4 Genre Progression	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Introduction to set the scene and create atmosphere. Events described from the author's perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don't tell). Justify why things happened <sup>3</sup> . Select and maintain the appropriate tense (within given paragraphs) Use a rhetorical question with a subordinating conjunction	Title to intrigue Start to choose own subheadings Subheading as a question Compare vocabulary Use a wider variety of conjunctions for cause Consequently / therefore / as a result These can be used at the beginning or the middle of a sentence.

#### Handwriting – Understand which letters, when adjacent to one another, are best left unjoined.

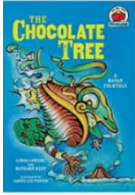
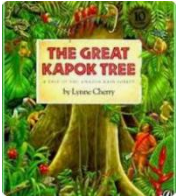
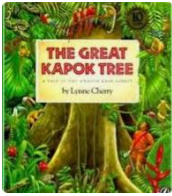
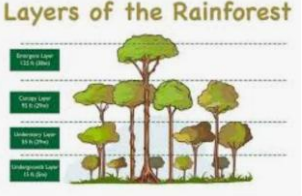


Year 4 Grammar and Punctuation	Revision on fronted adverbials. <b>Use a comma after a fronted adverbial.</b>  Ongoing skill- <b>Use the Standard Form of English, drawing on my knowledge of Subject Verb Agreement.</b>	Modify a noun phrase with an adjective, noun or preposition. <b>Use ambitious adjectives to enhance the nouns in the writing.</b>	Use the acronym FANBOYS to help me remember coordinating conjunctions <b>and, but, so</b>	Include direct speech in stories but change where the reporting clause is in the sentence (beginning and <b>end</b> ).	Extend sentences to add more detail by using a variety of subordinating conjunctions (All of <b>Year 3 + since</b> ) at the start and in the middle of a sentence.	Extend sentences to add more detail by using a variety of subordinating conjunctions (All of <b>Year 3 + since</b> ) at the start and in the middle of a sentence.
Year 4 Spelling	<i>***"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>					

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Autumn 2

Science – Living Things and their Habitats

Geography- South America

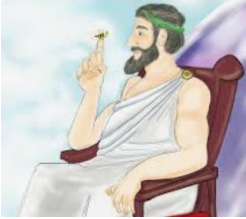
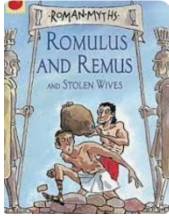



Text and Genre	Retell - The Chocolate Tree 	Setting Description 	Retell - The Great Kapok Tree 	Non- Chronological Report - Layers of the rainforest 	Retell - Everything going wrong Excitable Edgar (John Lewis Christmas Advert) 	Persuasive Letter - From little girl to Mayor- Why they should keep Edgar 
Year 4 Genre Progression	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	What did they see? Simile as a sentence opener Show don't tell to convey a character's emotion Beginning to use personification to describe things in my writing	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Select from a choice of sub-headings Include multiple paragraphs for each sub-heading Use 5w's independently Follow given structure Technical vocabulary Factual language Conjunctions for cause These can be used at the beginning or the middle of a sentence	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Opening sentence to hook the reader. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Emotive language to influence the reader. Exaggeration Rhetorical questions.
<b>Handwriting - Understand which letters, when adjacent to one another, are best left unjoined.</b>						
Year 4 Grammar and Punctuation	Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end). Mark the reporting clause (who said it) with a comma when it is not at the end of the sentence.	Use more sophisticated similes to describe things in my writing.	Use prepositions as fronted adverbials and include an adjective to give the reader more information.	Use a wider a range of conjunctions for cause.	Choose the most appropriate verbs to accurately describe to the reader what is being described.	Revision of singular possessive apostrophe
Year 4 Spelling	*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023  Follow the academy's long-term plan for spellings					

MARSHLAND PRIMAY ACADEMY CURRICULUM FOR WRITING - YEAR 4

Spring 1

History- Hail Caesar

Science- Animals, Food Chains

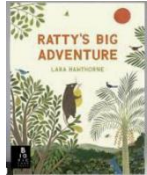
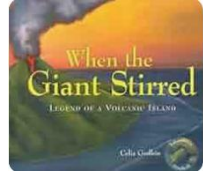
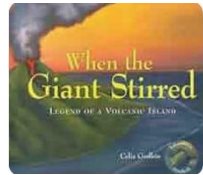
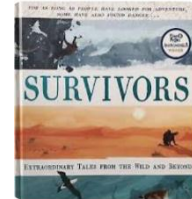
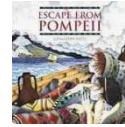
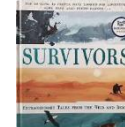
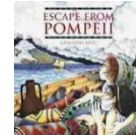

Text and Genre	Retell - Jupiter, The Honeybee and the Sting 	Retell - Romulus and Remus 	Diary Entry - Tuesday 	Character Description - Boudica 	Non- Chronological Report - The Romans 
Year 4 Genre Progression	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Introduction to set the scene and create atmosphere. Events described from the author's perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don't tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs) Use a rhetorical question with a subordinating conjunction	Similes Fronted adverbials for place and manner. Adjective, adjective Powerful Verbs	Teacher led research (content provided by teacher) Use given sub-headings but arrange information independently Generate captions for given images Begin to use the 5w's in the introduction Provided reason for processes
<b>Handwriting- Use a consistent and efficient style of handwriting</b>					
Year 4 Grammar and Punctuation	Consolidation of including direct speech in stories but change where the reporting clause is in the sentence (beginning and end). Mark the reporting clause (who said it) with a comma when it is not at the end of the sentence.	Start a new paragraph when the setting, action or time change in narrative writing.	Write a complex question sentence to emphasis my point in both fiction and non-fiction writing.	Use a simile as a sentence opener.	Use a wider a range of conjunctions for cause. Choose the most appropriate nouns.
Year 4 Spelling	<p style="text-align: center;">*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023</p> <p style="text-align: center;">Follow the academy's long-term plan for spellings</p>				

MARSHLAND PRIMAY ACADEMY CURRICULUM FOR WRITING - YEAR 4

Spring 2

Geography- Natural Disasters

Science – States of Matter

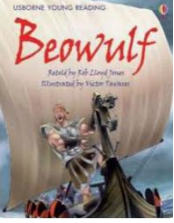



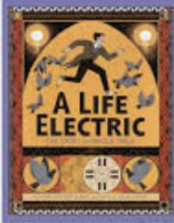
Text and Genre	Retell- 	Setting Description- Tropical Island 	Setting Description- Eruption 	Retell- Choose one the stories 	Retell- Choose another Survivor story  Retell-Escape to Pompeii (Opening section)  	Informal Letter- Turn one of the Survivor stories into a letter.  Informal Letter From the Boot- Escape to Pompeii  
Year 4 Genre Progression	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	What did they see? Simile as a sentence opener Show don't tell to convey a character's emotion Beginning to use personification to describe things in my writing	What did they see? Simile as a sentence opener Show don't tell to convey a character's emotion Beginning to use personification to describe things in my writing	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Paragraphs around a theme Address the reader directly Present perfect tense Thoughts and feelings Show don't tell Rhetorical questions
<b>Handwriting-</b> Use a consistent and efficient style of handwriting						
Year 4 Grammar and Punctuation	Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end).  Short sentences to move events on quickly in a story.	Use more sophisticated similes to describe things in my writing.  Use more sophisticated metaphors to describe things in my writing.	Modify a noun phrase with an adjective, noun or preposition. Use ambitious adjectives to enhance the nouns in the writing.  Revision of similes, metaphors and expanded noun phrases.	Use the acronym FANBOYS to help me remember coordinating conjunctions  Use yet, or	Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + since) at the start and in the middle of a sentence.  Consolidation of using subordinating conjunctions	Consolidation of extending sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + since) at the start and in the middle of a sentence. Consolidation of using subordinating conjunctions
Year 4 Spelling	*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023  Follow the academy's long-term plan for spellings					

MARSHLAND PRIMAY ACADEMY CURRICULUM FOR WRITING - YEAR 4

Summer 1





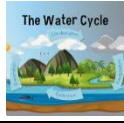
History – Invaders and Settlers (Anglo-Saxons)

Science- Electricity

Text and Genre	Retell - Arriving on the Island 	Diary Entry - The Point of View of Grendel 	Retell - The Battle in the Great Hall 	Kennings - Anglo Saxon Life 	Biography - Nikola Tesla 
Year 4 Genre Progression	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character’s emotions Detailed description of character and setting Direct speech to move the action on 3-part speech – what they said, who said it and how they said it (adverb) Still limit speech	Introduction to set the scene and create atmosphere. Events described from the author’s perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don’t tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs) Use a rhetorical question with a subordinating conjunction	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character’s emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	A Kennings poem describes what a person, idea or object is or does. Each line is a simple phrase of a noun + noun or a noun + verb (noun + noun: Cheese – eater). The reader needs to guess what is being described. The language in the poem allows the reader to work out the theme. Kennings are understood best when they are read aloud.	Includes feeling about times and occasions in their life
<b>Handwriting-</b> Use a fluent, consistent style and write at speed					
Year 4 Grammar and Punctuation	Include complex sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma.	Use present perfect tense.	Short sentences to move events on quickly in a story.  <b>Use a mixture of short sentences, simple sentences, compound and complex sentences.</b>	No new writing skill.	Use a wider a range of conjunctions for cause. Non- fiction openers (Interestingly, Amazingly, Sadly, Unfortunately)
Year 4 Spelling	*"Dictation gives children opportunities to practice and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023  Follow the academy’s long-term plan for spellings				

MARSHLAND PRIMAY ACADEMY CURRICULUM FOR WRITING - YEAR 4

Summer 2

Science -Sound			Geography – Rivers and Mountains (Water Cycle)		
<b>Text and Genre</b>	Retell - The Bear and the Piano 	Retell - Opening Section of the story 	Diary Entry - Latter part of the story 	Free Verse Poetry - Linked to Mountains 	Explanation - the Water Cyle 
<b>Year 4 Genre Progression</b>	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character’s emotions Detailed description of character and setting Direct speech to move the action on 3-part speech – what they said, who said it and how they said it (adverb) Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character’s emotions Detailed description of character and setting Direct speech to move the action on 3-part speech – what they said, who said it and how they said it (adverb) Still limit speech	Introduction to set the scene and create atmosphere. Events described from the author’s perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don’t tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs) Use a rhetorical question with a subordinating conjunction	Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases, or sentences. Own vocabulary choices.	Title to intrigue Start to choose own subheadings Subheading as a question Compare vocabulary Use a wider variety of conjunctions for cause Consequently / therefore / as a result These can be used at the beginning or the middle of a sentence.
<b>Handwriting-</b> Use a fluent, consistent style and write at speed					
<b>Year 4 Grammar and Punctuation</b>	Consolidation of fronted adverbials and using a comma after a fronted adverbial. Use fronted adverbials followed by a comma. When (Frequency) and How (Degree).	AfL	AfL	Use prepositions as fronted adverbials and include an adjective to give the reader more information. Beginning to use personification to describe things in my writing.	Consolidation of previously taught skills.
<b>Year 4 Spelling</b>	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023				
Follow the academy’s long-term plan for spellings					

**These skills may need to be taught in stand-alone spag lessons-**

- Know the difference between the plural and possessive ‘s’.
- Use an apostrophe for plural possession with regular plurals.
- Add an ‘s’ to show plural and use irregular plural noun forms of plural (children, women)
- Add an ‘s’ to show plural and use irregular plural noun forms of plural. -es words (foxes, boxes).
- Understand the difference between the use of conjunctions, adverbs and prepositions and can explain this.