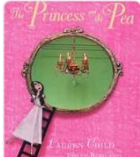
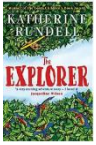



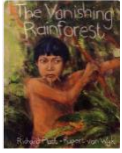

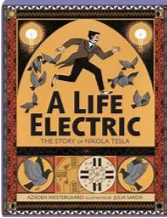
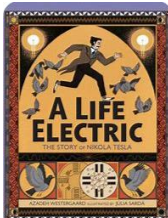



ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 4

<ul style="list-style-type: none"> All new vocabulary will be displayed on Working Walls in the classroom environment. Modelled example to use for whole class teaching demonstrating the skills and vocabulary expectations. 				<ul style="list-style-type: none"> 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 – Digestion and Food				Geography -Rainforests				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Text and Genre			Retell- Princess and Pea 	Retell- Plane Crash- The Explorer 	Non- Chronological Report Layers of the Rainforest 	Setting Description 	Retell – A section. The Vanishing Rainforest 	Diary Entry 
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 (adverb)	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	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	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
Handwriting – Understand which letters, when adjacent to one another, are best left unjoined.								
Year 4 Grammar and Spelling	Handwriting gaps from handwriting tracker. Revision and consolidation of previous year group skills using dictation. Set expectations for handwriting, presentation and editing.	Use ambitious adjectives to enhance the nouns in the writing. The highlighted skills may need to be taught in a stand-alone spag lesson at some point in the term: Know the difference between the plural and possessive 's'. Identify the difference between simple past and simple present tense.	Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end). Fronted adverbials for time	Use the acronym FANBOYS to help me remember coordinating conjunctions (All of Year 3 + for, nor). Use an apostrophe for plural possession with regular plurals-if possible.	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.	Modify a noun phrase with an adjective, noun or preposition.	Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence. Use an apostrophe for plural possession with regular plurals-if possible.	
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							
	ACE Spelling dictionary practice	Book 3; Unit 1: dis-, in-	Book 3; Unit 2: im- prefix	Book 3; Unit 3: -ous	Book 3; Unit 4: -ly	Book 3; Unit 5: -ture	Book 3; Unit 6: -ation	Book 3; Unit 7: c sound spelt ch
Vocabulary			important, reign, certain	famous, various, brake, heard plane	different, height, weather, rain	natural, peace, mist	guide medicine	believe, through, strength

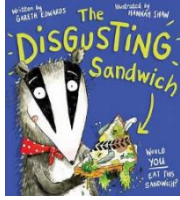





ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 4

Autumn 2

Science – Electricity		History – How Children’s Lives have Changed				
	Week 1 and 2	Week 3	Week 4	Week 5	Week 6	
Text and Genre	Persuasive Letter to local MP – Deforestation needs to stop! 	Recount-A section of his life 	Biography- Tesla’s Life 	Assessment Week	Retell- Loteria De Navidad 	
Year 4 Genre Progression	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.	Engage the reader- why was the event significant? Include thoughts, opinions and feelings Select important elements	In the past tense. Third person. Opening sentence to summarise life. Facts and accomplishments about the person. Details about family. Includes feeling about times and occasions in their life.		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	
Handwriting - Understand which letters, when adjacent to one another, are best left unjoined.						
Year 4 Grammar and	Use a wider a range of conjunctions for cause. Write a complex question sentence to emphasis my point in both fiction and non-fiction writing. Use the Standard Form of English, drawing on my knowledge of Subject Verb Agreement.	Choose the most appropriate verbs to accurately describe to the reader what is being described.	Choose the most appropriate nouns and pronouns.	Know the difference between the plural and possessive ‘s’.	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.	
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					
	Book 3; Unit 8: sh sound spelt ch	Book 3; Unit 9: -ion	Book 3; Unit 10: -ian	Book 3; Unit 11: re-	Book 3; Unit 12: anti- *Please add these words to the model text either in the preceding or subsequent week.	Book 3; Unit 13: super-
Year 4 words	effect earth complete meat	often consider breathe question position	special knowledge particular	learn actually	continue thought	groan great arrive separate guard

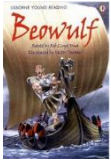
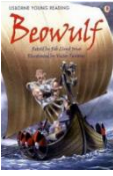



ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 4

Spring 1

Science- States of Matter			Geography – Where Does Food Come From			
	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5
Text and Genre	Retell- The Disgusting Sandwich 	Retell- The Gingerbread Girl 	Non- Chronological Report- What do Children Eat around  the World	Retell—Matilda (Bruce being made to eat the cake.) 	Explanation- From Bean to Bar 	List Poem- Delicious Food 
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	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	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	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.	A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.
Handwriting- Use a consistent and efficient style of handwriting						
Year 4 Grammar and	Adverbs to show how (manner) root word spelling change <i>Introduce fronted adverbials for place.</i> The highlighted skill may need to be taught in a stand-alone spag lesson at some point in the term: I can explain how to use Present Perfect Tense and use irregular verbs.	Start a new paragraph when the setting, action or time change in narrative writing.	Consolidation of using the acronym FANBOYS to help me remember coordinating conjunctions (All of Year 3 + for, nor).	Short sentences to move events on quickly in a story.	Consolidation of using a wider variety of conjunctions for cause. Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence.	Use a simile as a sentence opener.
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>					
	Book 3; Unit 14: sub-	Book 3; Special focus 1: Orange words	Book 3; Special focus 2: Homophones	Book 3; Special focus 3: i spelt y	Book 3; Special focuses 4: Homophones	Book 4; Unit 1: mis- and un-, in-, dis-
Year 4 words	enough probably	answer group woman caught	fruit potatoes berry	breath extreme fair piece	although	experience imagine disappear

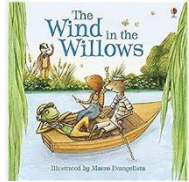
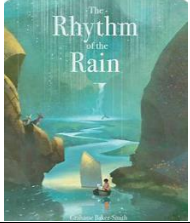
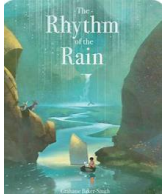



ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 4

Spring 2

Science – Sound and Vibrations							DT- Baking Biscuits			History- Anglo-Saxons		
Week 6		Week 1		Week 2 and 3 (+ Assessment Week)		Week 4		Week 5				
Text and Genre	Retell- Beowulf Arriving 		Diary- From Grendel's Point of View 		Advert to buy biscuits 		Instructions for Biscuits 		Character Description for own Mythical Beast 			
	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		Present tense. Catchy title and/or slogan. Appeals to the senses. Use alliteration, rhyming words and word play to make it memorable and fun. Exaggerate positive points. Pictures. Powerful verbs and ENPs.		Rhetorical question in the introduction Closing statement More than one sentence for some steps		Past tense. More ambitious vocabulary choices. Range of prepositional phrases as openers. Similes and metaphors. Include speech to show personality.			
Year 4 Genre Progression							Handwriting- Use a consistent and efficient style of handwriting					
Year 4 Grammar and Punctuation		Use a comma after a fronted adverbial.		Consolidation of previously taught skills.		Consolidation of using ambitious adjectives to enhance the nouns in the writing.		Consolidation of previously taught skills.		Use more sophisticated metaphors to describe things in my writing.		
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					
Unit 2: -sure Book 4		Unit 3: auto- Book 4		Unit 4: -ly Book 4 *Please add these words to the model text either in the preceding or subsequent week.		Unit 5: inter- Book 4		Unit 6: eigh, ei, ey Book 4		Unit 7: -ous Book 4		
Year 4	appear, occasion, pressure		bawl, describe, promise, bury		disappear, naughty, whether, suppose		interest, minute, popular		accident, ball, weight, height		possess, famous, various	

ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 4

Summer 1


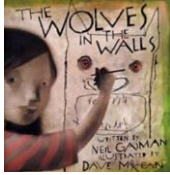
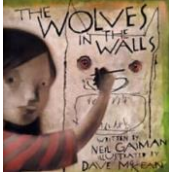

Science- Classification Changing Habitats			Geography – Rivers			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text and Genre	Retell- The Wind in the Willows 	Explanation of the Water Cycle 	Setting Description Rhythm of the Rain 	Retell- Flood 	Diary Entry 	River Free Verse Poetry 
Year 4 Genre Progression	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>
Handwriting- Use a fluent, consistent style and write at speed						
Year 4 Grammar and Punctuation	Use a mixture of short sentences, simple sentences, compound and complex sentences.	Use fronted adverbials followed by a comma. When (Frequency) and How (Degree).	Beginning to use personification to describe things in my writing.	Include complex sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma.	Consolidation of previously taught skills.	Consolidation of using similes and metaphors and personification.
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					
	Book 4: Unit 8: sc	Book 4 Unit 9: -sion	Book 4: Unit 10: il-, un-, in-, mis-, dis	Book 4; Unit 11: -que, -gue	Unit 12: ir- Book 4	Unit 13: -ion Book 4
Year 4 word	scene, decide, difficult, notice	rain,	century, peculiar, strange	build, busy, except, heart, question	regular, island, surprise	straight

ADWICK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 4

Summer 2

Science- How does the Flow of Liquids Compare?

History – Mayans

		Week 1	Week 2	Week 3	Week 4	Week 5 and 6
Text and Genre		Setting Description of Mayan ruins: https://www.youtube.com/watch?v=Q6eBjidca14 	Retell- The Fight 	Assessment Week	Write an alternative ending 	Information Text- Mayans (Double Page Spread.) 
	Year 4 Genre Progression	Past tense. More ambitious vocabulary choices. Range of prepositional phrases as openers. Similes and metaphors.	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		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
Handwriting- Use a fluent, consistent style and write at speed						
Year 4 Grammar and Punctuation	The highlighted skills may need to be taught in a stand-alone spag lesson at some point in the term: 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.	Consolidation of previously taught skills.		Consolidation of previously taught skills.	Consolidation of previously taught skills.	
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					
	Special Focus 1: ou Book 4	Special Focus 2: homophones Book 4	Special Focus 3: Possessive apostrophes with plural words Book 4 *Please add these words to the model text either in the preceding or subsequent week.	Special Focus 4: homophones Book 4	Consolidation of previously taught spellings.	Consolidation of previously taught spellings.
Year 4 words	circle, history, main,	break, centre, forward	occasionally, eight	hear, actual, mention	early, calendar, separate	ordinary,