









Writing on a Page - Year 4



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text types covered					
<p>Postcards Tsunami and earthquake figurative language.</p> <p>Poetry-the colour collector (modelled week) and the sound collector (independent week)</p> <p>Non-chronological report on seven wonders of the world.</p> <p>Diary entry (2024)</p>	<p>Non-chron report: magical creature</p> <p>Recipe (with instructions):</p> <p>Poetry macbeth</p> <p>Persuasive advert poster (linked to reading George's marvellous medicine)</p> <p>Introduction to figurative language in setting description.</p>	<p>Kenning's poems</p> <p>Setting description</p> <p>Hero legend narrative.</p>	<p>Non-chronological report about God's.</p> <p>Writing/illustrating a picture book/comic</p>	<p>Lyrical narrative</p> <p>Travel brochures.</p> <p>Persuasive letter-saving planet Earth</p>	<p>Biography: famous scientist</p> <p>Digestion story</p> <p>Explanation text- parts of the body.</p>
Rainbow Grammar					
<p>Prior recall sentence types:</p> <ul style="list-style-type: none"> To understand a main clause is a clause that may function independently as a sentence. To join 3 predicates with a comma and a co-ordinating conjunction. Separate a fronted adverbial with a comma. Begin a sentence with a linking adverb. Use direct thought in a sentence punctuating with inverted commas. Start a sentence with an ing non-finite clause (understand this is a verb), separating with a comma. Separate an adverbial clause with a comma. 					
<p>Begin a sentence with fronted adverbials (or two fronted adverbials)</p>  <p>■△□◇■ Slowly but surely, the boy made his way through the haunted house. All day and all night, the wind howled through the old house.</p> <p>Use a subordinate clause as the start and end of a sentence.</p>  <p>■□◇■ As clouds gathered overhead, shadows stole across the land, smothering the world in darkness. ■□◇■ Opening the gate, the boy entered the garden even though his heart pounded in his chest.</p>	<p>Non-finite clause-use a parenthetic -ing, non finite clause separating with commas.</p>  <p>■□◇■ The moon, casting a sickly light over the world, shone with a deathly glow.</p>	<p>Join 3 main clauses with a comma and a co-ordinating conjunction.</p>  <p>■□◇■△□◇■ The boy's knees knocked, his skin prickled and his heart pounded in his chest.</p>	<p>When at the start of a sentence, capitalise direct speech and close with a comma, question mark or exclamation mark.</p>  <p>■□◇■ "It's dark tonight," the boy said. "Should I go in?" the boy asked. "A ghost!" the boy cried.</p>	<p>Begin a sentence with a linking adverb, separating with a comma.</p>  <p>■□◇■ The moon shone. However, the sky was as black as pitch.</p>	<p>Describe a noun or noun phrase with an appositive, separating with commas.</p>   <p>■□◇■ A spider, a huge hairy-legged beast, sat in the centre of a vast web. ■□◇■ The boy pushed the gate, a heavy mass of twisted iron.</p>
Further grammatical concepts introduced within the year group. To be covered as well as further monitoring within the writing.					
<ul style="list-style-type: none"> To understand a determiner as a single word that makes a noun more precise. To know and use the following possessive determiners. My, your, his, her, its, our, their. To capitalise proper nouns. To know and use possessive pronouns. Past tense verb forms, standard verb forms, and verbs to create shades of meaning. 					

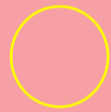
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- To know and use prepositions.
- To know and use the following co-ordinating conjunctions- yet
- To know and use the following subordinating conjunction. As soon as, by the time, even though, once, unless, until.

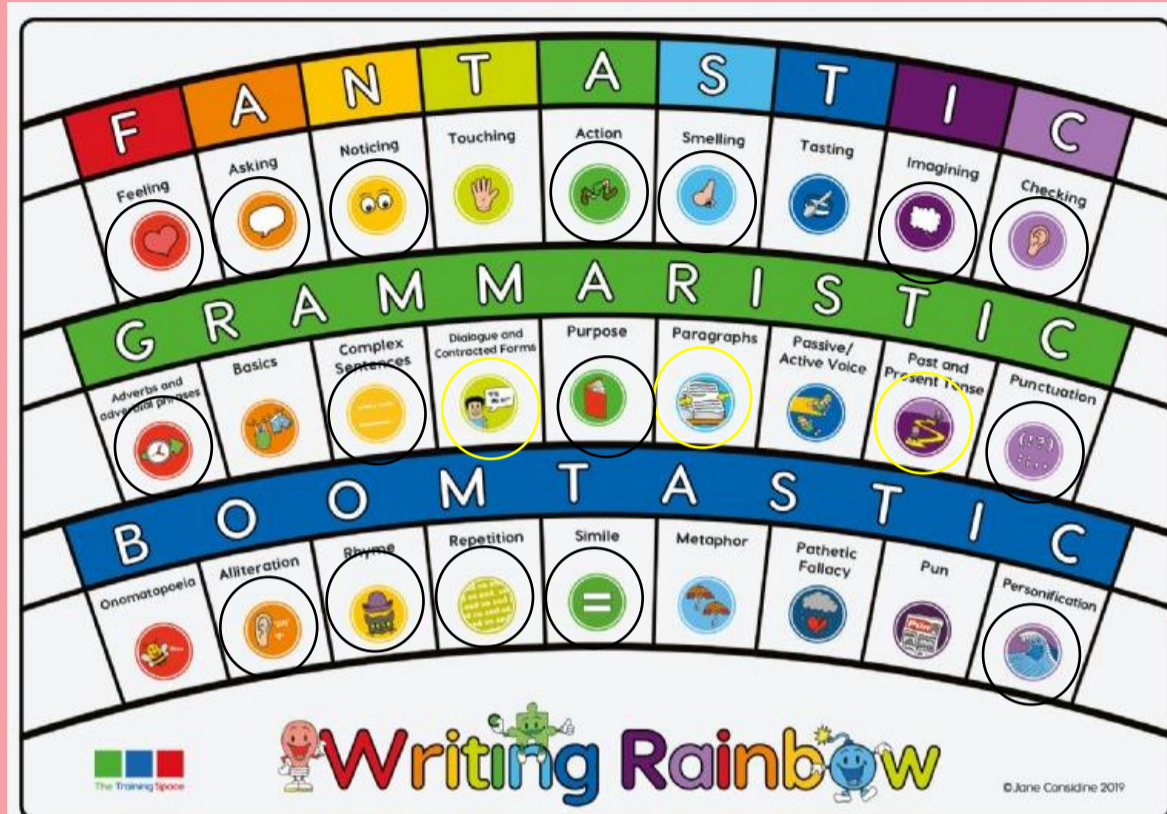
Lens progression- be covered within the year group.



Need to be covered.



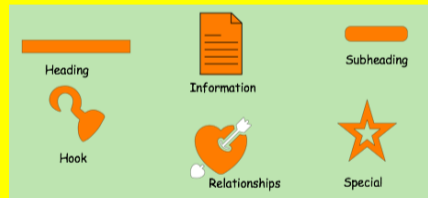
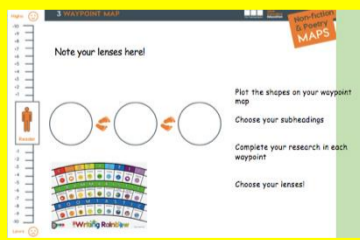
Embedded within



Handwriting (Lower school)

- 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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

The writing process- lower school

<u>National curriculum objective:</u>	<u>Evidence within the writing process:</u>
Plan 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	Evident within every writing cycle by use of the non-fiction shapes for key features/analysis linked to reading sessions. 
discussing and recording ideas-	Completed within every lesson with the use of the thinking side and class discussions.
Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence	Use of lenses within lessons to model high writing to the children. This is also used within rainbow grammar sessions (see overview) where the range of sentences are taught to the children.
organising paragraphs around a theme To create settings, characters and plot.	Use of plot points and waypoints to clearly plan this evident within each writing cycle. 
in non-narrative material, using simple organisational devices [for example, headings and sub-headings]-	Use of the non-fiction shapes display this to children on the working wall and on waypoint maps. Children are confident using these with adult support during the modelled week and then independently. Particularly as they progress through the school.

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Editing
Assessing the effectiveness of their own and others' writing and suggesting improvements - editing session.

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences- proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

At the end of each unit, children are to work through an editing station which focuses on these elements.

GRAMMAR

- Have you missed out any words in your sentences?
- Have you got too many ands? Which ones should be the beginning of a new sentence?
- Do all of your sentences make proper sense? What do you need to change so that they do?

SPELLING

Underline any words you do not feel as spell correctly.

- Have you spelt all the high frequency words correctly?
- Use a dictionary or word list to correct any words you are unsure of
- Make sure you correct the spellings of any words you have used that are on display in the classroom.

VOCABULARY

Circle any words you feel you could *uplevel!*

- Can you add or improve any adjectives to make your writing more detailed?
- Have you used powerful verbs?
- Can you include adverbs to show how things are done?
- Use a Thesaurus to help you find the best word for the job.

PUNCTUATION

Editing stations...

- Check for capital letters and full stops.
- Do you need any question marks?
- Don't forget to check for exclamation marks!
- Have you used commas in a listing sentence?
- If a character speaks, use inverted commas to show what they have said.

Reading texts linked to writing

Around the world in 80 days The sound collector (poetry) 13 Spooky stories- Illustratus collection The 7 wonders of the world- information text.	George's Marvellous Medicine Macbeth witches poem- Shakespeare Harry Potter and the philosophers Stone Fantastic beasts and where to find them Recipes- Roald Dahl revolting recipes.	Beowulf Kenning poems Further Hero and Legend tales (Hercules)	Arthur and the Golden Rope Norse Mythology- Loki and Thor	The rhythm of rain The river - epic journey to the sea Brochures	The Lucky escape Disgusting Digestion Explanation texts- body examples. Biographies- Scientists.
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The writing process.

