



Curriculum Overview - Writing

Year 4

Narrative

Poetry, short/extended story; myth, legend, science-fiction, historical fantasy, fable, anecdote, setting description, character description, diary in role

Grammatical Features (not exhaustive)

- past tense
- prepositional phrases or adverbs of time and place to establish setting
- time connectives to sequence events
- range of verb types:
 - doing or action verbs predominate in complication and resolution as action unfolds
 - verbs to describe
 - saying verbs used in dialogue or reported speech
 - thinking and feeling verbs to reflect characters' internal world
- noun groups to build description of characters, places, things
- attitudes expressed through evaluative language choices to convey likes or dislikes, judgement of characters' actions or behaviours, appreciation of appearances or object
 - figurative language, e.g. simile, metaphor
- subordination

Composition

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.

Grammar/ Vocabulary / Punctuation

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense.

Transcription

- Use some prefixes and suffixes and understand how to add them (English Appendix 1).
- Spell some homophones.
- Spell some words that are often misspelt (English Appendix 1)

<ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). • Organising paragraphs around a theme. • Creating settings, characters and plot in narratives. • Assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for spelling and punctuation errors. • 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 	<ul style="list-style-type: none"> • Grammar Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading. Punctuation • Using conjunctions, adverbs and prepositions to express time and cause • Understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-] • Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. • Understanding paragraphs as a way to group related material. • Using headings and sub-headings to aid presentation. • Beginning to use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> • Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's • Use the first two letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
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Recount

Diary in role or personal, personal recount, educational visit recount.

Grammatical Features

- mostly action verbs to relate activities
- specific (personal recount) and generalised participants
- past tense
- adverbs or prepositional phrases provide details of where, when, with whom, how
- time connectives to sequence events

- attitudes expressed evaluate behaviours or actions of people, appreciate places or impact of events

Composition	Grammar/ Vocabulary / Punctuation	Transcription
<ul style="list-style-type: none"> • Beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings]. • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). • Organising paragraphs around a theme. • Assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for spelling and punctuation errors. • 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 	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Grammar Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading. Punctuation • Using conjunctions, adverbs and prepositions to express time and cause • Understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-] • Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. • Understanding paragraphs as a way to group related material. • Using headings and sub-headings to aid presentation. • Beginning to use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> • Use some prefixes and suffixes and understand how to add them (English Appendix 1). • Spell some homophones. • Spell some words that are often misspelt (English Appendix 1 • Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's • Use the first two letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Information Report

Instructions, Non-Chronological report

Grammatical Features

- action verbs to relate activities or behaviours
- simple present tense (timeless present)
- general and technical nouns
- noun groups include factual, classifying adjectives
- adjectival phrases and clauses to add details to noun groups
- declarative statements

Composition

- Using simple organisational devices in non-narrative material [for example, headings and sub-headings].
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
- Organising paragraphs around a theme.
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Grammar/ Vocabulary / Punctuation

- Using commas after fronted adverbials.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using fronted adverbials. Punctuation
- Understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].
- Indicating possession by using the possessive apostrophe with plural nouns.
- Using and punctuating direct speech.
- Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.
- Using expanded noun phrases to convey complicated information concisely.

Transcription

- Use further prefixes and suffixes and understand how to add them (English Appendix 1).
- Spell further homophones.
- Spell words that are often misspelt (English Appendix 1).
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors. • 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 		
<p><u>Explanation</u></p> <p>Scientific writing, explanation text, spoken presentation</p>		
<p>Grammatical Features</p> <ul style="list-style-type: none"> • verbs to define, describe the phenomenon • action verbs in explanation of what occurs and in sequence of events • extended noun groups to include factual adjectives • simple present tense • general, non-human, technical, abstract nouns • causal conjunctions or connectives such as because, as a result, to establish cause/ effect; temporal (time) conjunctions or connectives or adverbs such as when, as, after that, next to establish sequence • dependent clauses which relate cause and effect, time sequences • declarative statements • subordination 		
<p style="text-align: center;">Composition</p> <ul style="list-style-type: none"> • Using simple organisational devices in non-narrative material [for example, headings and sub-headings]. • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. 	<p style="text-align: center;">Grammar/ Vocabulary / Punctuation</p> <ul style="list-style-type: none"> • Using commas after fronted adverbials. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using fronted adverbials. Punctuation • Understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. 	<p style="text-align: center;">Transcription</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1). • Spell further homophones. • Spell words that are often misspelt (English Appendix 1). • Place the possessive apostrophe accurately in words with regular plurals [for example, girls',

<ul style="list-style-type: none">• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).• Organising paragraphs around a theme.• Assessing the effectiveness of their own and others' writing and suggesting improvements.• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.• Proof-read for spelling and punctuation errors.• 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	<ul style="list-style-type: none">• Indicating possession by using the possessive apostrophe with plural nouns.• Using and punctuating direct speech.• Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.• Using expanded noun phrases to convey complicated information concisely.	<p>boys'] and in words with irregular plurals [for example, children's].</p> <ul style="list-style-type: none">• Use the first two or three letters of a word to check its spelling in a dictionary.• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
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