Writing Curriculum



Year 4 Writing



New Learning | Prior Learning

Know It

Year 4

Spelling

stressed	A syllable within a word given greater emphasis.
unstressed	Letters which are not easy to hear within a word.
irregular verb	A verb that doesn't follow the usual pattern for changing tense.
contraction	Two words that are joined and made shorter by omitting a letter.
homophone	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
plural	More than one noun.
singular	One noun.
prefix	A group of letters added to the **start** of words to create a new word with a different meaning.
suffix	A group of letters added to the **end** of words to create a new word with a different meaning.
syllable	A syllable sounds like a beat in a word.

Punctuation

comma for reporting clauses	A comma is used to mark the boundary between speech and the reporting clause.
comma for fronted adverbials	A comma is used to separate an adverbial from the main clause if it comes at the start of a sentence.
comma for subordinate clauses	A comma is used to separate a subordinate clause from the main clause if it comes at the start of a sentence.
inverted commas	Marks used to surround direct speech. These are sometimes called speech marks.
apostrophe for possession	A mark used to show that a noun 'belongs' to one person or object.
apostrophe for contraction	A mark used to show the place of missing (omitted) letters.

Sentence Structure

main clause	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own.as a complete sentence.
subordinate clause	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
reporting clause	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
statement sentence	A sentence that tells you a fact, opinion, idea or what is happening. It ends with a full stop.
command sentence	An order or instruction that tells someone what to do. It starts with an imperative verb and ends with a full stop or exclamation mark,,
question sentence	A question or request that asks something. It starts with a question word or a verb and ends with a question mark.
exclamation sentence	A sentence that shows surprise, excitement, shock or has a strong emotion. what or how + noun phrase/ adjective + pronoun/noun + verb + !
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.

Word Class

fronted adverbial	An adverb or adverbial that has been moved before the verb.
determiner	A word used to define the noun. These can be articles, demonstratives, possessive pronouns or quantifiers.
possessive pronoun	A pronoun which indicates 'belonging' to a person or object.
preposition	A preposition links a following noun, pronoun or noun phrase to another word in the sentence. They often describe where (place), but can also describe relations of time.
co-ordinating conjunction	A conjunction that links two independent clauses.
subordinating conjunction	A conjunction that links an independent clause and a subordinate clause.
adverbial	An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or clause. They can tell us how (manner), when (time), where (place) and why (cause).
noun phrase	A noun phrase can be made up of a determiner and noun or a determiner, adjective and noun. They give more detail about the noun.
adverb	An adverb can modify a verb, adjective, another adverb or a whole clause. They can tell us how (manner) or when (time) something happens.
pronoun	A type of word which replaces a noun.

Tense

perfect	A verb form which refers to completed actions or states, formed by using 'to have' and the past participle of the verb.
progressive	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
tense	A verb form which shows time.
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

Teach It: Spelling

Spelling Shed

Year 4

Children are taught to spell following the Ed Shed Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling

Autumn 1

Step 1: Words that are homophones
accept, except, knot, not, peace, piece, plain, plane, weather, whether
Step 2: Words with the prefix 'in-' meaning 'not'
inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible
Step 3: Words with the prefixes 'il-', 'im-' and 'ir-'
illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible
Step 4: Words with the prefix 'sub-' meaning 'below' or 'further divided'
subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway
Step 5: Words with the prefix 'inter-' meaning 'between' or 'among'
interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview
Step 6: Challenge Words
strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe

Autumn 2

Step 7: Words with the suffixes '-ate' and 'ion'
information, vibration, decoration, donation, population, coronation, detonation, location, generation, illustration
Step 8: Words with the suffixes '-ate' and '-ion'
adoration, admiration, observation, exploration, combination, preparation, determination, sensation, duration, registration
Step 9: Words ending '-ly'
sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily
Step 10: Words ending '-lly'
usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally
Step 11: Words where 'ch' makes a /sh/
chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche
Step 12: Challenge Words
favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous

Spring 1

Step 13: Words ending in '-ion'
tension, extension, expansion, suspension, comprehension, exclusion, provision explosion, erosion, invasion
Step 14: Words with the suffix '-ous'
poisonous, venomous, mountainous, enormous, perilous, tremendous, hazardous, jealous, dangerous, herbivorous
Step 15: Words with the suffix '-ous'
courageous, outrageous, nervous, famous, adventurous, advantageous, ridiculous, carnivorous, rapturous, torturous
Step 16: Words where a suffix is added to words ending in 'y'
merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness
Step 17: Words ending in '-ious' and 'eous'
serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous
Step 18: Challenge Words
extreme, although, breath, caught, different, exercise, medicine, thought, business, possession

Spring 2

Step 19: Words where 'au' makes an /or/ sound
automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience
Step 20: Words with the suffixes '-ate' and '-ion'
invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection
Step 21: Words with the suffix '-ion'
expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion
Step 22: Words ending in '-ian'
musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, clinician
Step 23: Words that are adverbs of manner
reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously
Step 24: Challenge Words
surprise, separate, group, height, potatoes, though, particular, through, caught, woman

Summer 1

Step 25: Words that are homophones
scene, who's, affect, hear, whose, heal, effect, here, heel, seen
Step 26: Words spelled with 'c' before 'i' and 'e'
circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil
Step 27: Words containing 'sol' and 'real'
solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble
Step 28: Words containing 'phon' and 'sign'
signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design
Step 29: Words with the prefixes 'super-', 'anti-' and 'auto'
supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic
Step 30: Words with the prefix 'bi-' meaning 'two'
bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect

Summer 2

Step 31: Challenge Words
guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward
Step 32: Words that are plurals with possessive apostrophes
girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's
Step 33: Revision Words
expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except
Step 34: Revision Words
incorrect, illegible, subject, international, believe, wildly preparation, coronation, bravely, thoughtfully
Step 35: Revision Words
brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician
Step 36: Revision Words
gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial

Teach it: Transcription and Sentence Structure

Year 4

Securing Transcription Skills and Sentence Structure

Children in Year 4 are given opportunities to develop fluency in transcription skills and practise sentence writing through:

- Daily handwriting instruction where the process is carefully monitored.
- Application of phonics code and spelling patterns to spelling.
- Transcription practice through dictation.
- Regular scaffolded sentence writing practice: sentence completing, adapting, expanding and improving.
- Oral composition and rehearsal of sentences.
- Teacher modelling and feedback.
- Emphasis on quality over quantity.
- Re-reading and checking for sense and accuracy.
- Routinely editing sentences to correct spelling, punctuation and to address any grammatical inaccuracies.

Handwriting

Children should use their handwriting skills to:

- use the diagonal and horizontal strokes that are needed to join letters.
- increase the fluency, legibility, consistency and quality of
- their handwriting through regular practice.
- continue to encourage correct pencil/pen grip and posture when writing.
- begin to use joined up handwriting throughout independent writing.

Ensure that the needs of left-handed children are considered.

Our curriculum is supplemented through the use of Vocabulary Ninja SPAG starters. Through this scheme, Year 4 children are taught:

Week 1 CL and FS	**Week 2** Was or were	**Week 3** Did or done	**Week 4** Mixture of previous 3 weeks	**Week 5** Saw or seen	**Week 6** Add in commas after fronted adverbials
Week 7 Identify the expanded noun phrase	**Week 8** Mixture of previous 3 weeks	**Week 9** Add in expanded noun phrase	**Week 10** Add in comma to speech punctuation	**Week 11** Add in fronted adverbials	**Week 12** Mixture of previous 3 weeks
Week 13 Replace underlined word with pronoun	**Week 14** Move adverbial to start of sentence	**Week 15** Add in speech punctuation	**Week 16** Mixture of previous 3 weeks	**Week 17** Identify determiners	**Week 18** Complete each sentence with a possessive pronoun
Week 19 Apostrophes for singular possession	**Week 20** Mixture of previous 3 weeks	**Week 21** apostrophes for plural possession	**Week 22** past perfect or present perfect	**Week 23** word class of underlined words (noun, verb, adverb, adjective, preposition, conjunction, determiner, pronoun)	**Week 24** Mixture of previous 3 weeks
Week 25 apostrophes for singular or plural possession	**Week 26** Correct speech punctuation mistakes	**Week 27** plural or possessive s. Add in apostrophes	**Week 28** Mixture of previous 3 weeks	**Week 29** Change verbs to past perfect and present perfect	**Week 30** Word class of underline word (noun, verb, adverb, adjective, preposition, conjunction, determiner, pronoun)
Week 31 add in missing speech punctuation	**Week 32** Mixture of previous 3 weeks	**Week 33** verb inflections (mix)	**Week 34** Using a and an	**Week 35** apostrophes for singular or plural possession	**Week 36** Mixture of previous 3 weeks

New Learning | Prior Learning

Teach it: Composition

Year 4

Writing Skills

Grammar

- use a or an according to whether the next word begins with a consonant or vowel

Extend sentence structures through:

- use of conjunctions, prepositions and adverbs to express time, place and cause
- use of perfect form of verbs instead of simple past e.g. He has gone out

- understand the difference between plural and possessive 's'
- use the standard English form for verb inflections, e.g. We were/We was, I did/I done

Extend sentence structures and aid cohesion through:

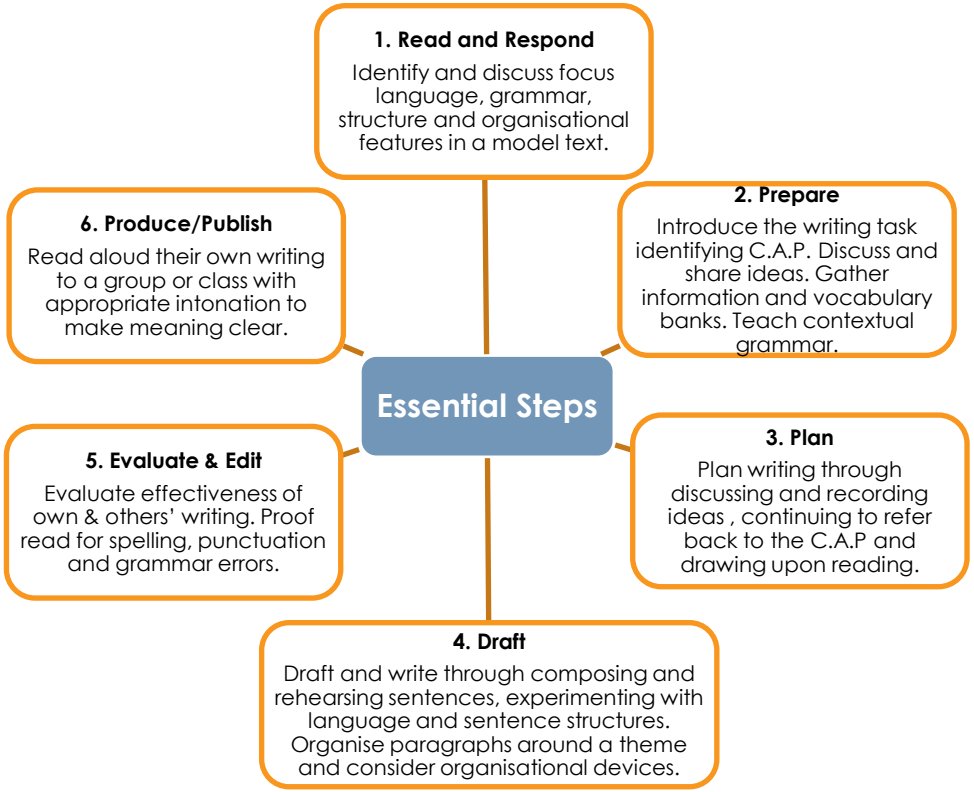
- use of fronted adverbials e.g. 'Later that day'
- use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth'

Punctuation

- use of inverted commas to punctuate direct speech in narrative
- use of the possessive apostrophe for singular and plural nouns

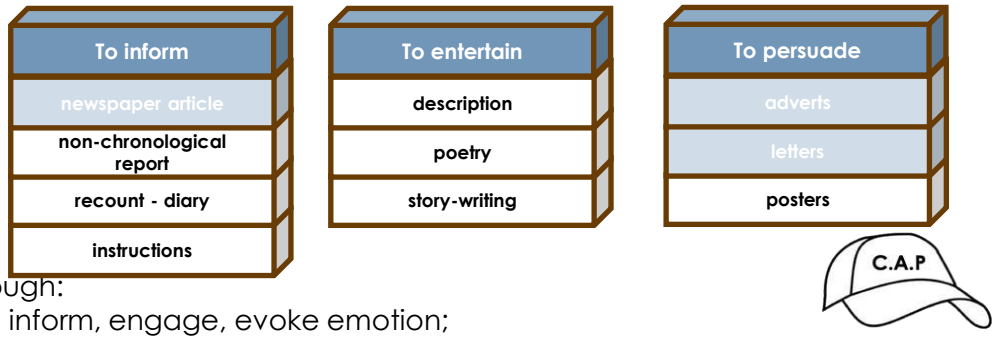
- use of commas after a fronted adverbial
- use of comma after a reporting clause in direct speech

Writing Process



Writing Purpose

Children should know that there are different purposes for writing. In Year 4 children should focus on three of these. They should be given opportunity to read and write texts which inform, entertain or persuade. Opportunities should be taken through the reading curriculum to teach children about text and sentence structure within a range of different genres.



Children should be taught the importance of context, audience and purpose through:

- selecting language for the particular affect it has on the reader, e.g. persuade, inform, engage, evoke emotion;
- building cohesion within and across sentences through: appropriate choice of nouns; to introduce the subject/object and pronouns to reference back; use of paragraphs to organise ideas around a theme and use of fronted adverbials, conjunctions and prepositions to clarify;
- beginning to experiment with an informal style, as well as formal, which may include contracted form, vernacular language and direct addresses to the reader.

New Learning | Prior Learning

Apply It: To Entertain

Year 4

Story Writing	Poetry	Descriptions
Children learn to retell sections of or whole stories linked to a text they know well and write their own versions.	Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience. They should be given the opportunity to plan, write and perform a poem.	Children learn to describe characters, settings and objects linked to books or topics.
Children should be taught to: Structure & Organisation • create a title for their story; • include a beginning which introduces the character or setting; • include a build up which hints at what is going to happen next; • include a problem; • include a resolution where the problem is solved; • include an ending which details the characters' feelings and what will happen next; • organise writing into paragraphs which follow and flow; Grammatical features • use the tense consistently (past or present); • use a wide range of conjunctions to express, time, place and manner; • decide whether to use first or third person and use it consistently; • use direct speech. Language features • use pronouns to avoid repetition; • use noun phrases to aid cohesion; • use fronted adverbials to detail where, when and how; • use adverbs and adjectives to create detailed descriptions.	**Children should be taught to read, write and perform:** **<u>Kenning Poems</u>** · create a list of words and ideas to describe the object; · select the most powerful vocabulary; · create compound words (using the selected vocabulary); which will describe the object of the poem; · avoid using the object's name. For example: **<u>The Sea</u>** life-giver whale-road blue-abyss **Pupils should also experience a range of poetry through the reading curriculum.**	**Children should be taught to:** Structure & Organisation • introduce the character, setting or object to the reader; • describe their/its appearance (distinctive features), personality, actions, thoughts and feelings; Grammatical features • use the tense consistently (past or present); • use a wide range of conjunctions to link ideas; • use subordinate clauses to add detail and context; • use the third person; Language features • use adjectives, adverbs and prepositions to paint a clear picture for the reader; • use figurative language to add detail and description; • use show not tell techniques, encouraging the reader to make inferences; • use fronted adverbials to detail where and where, when and how; • use pronouns to avoid repetition; • use noun phrases to aid cohesion and add detail.

New Learning | Prior Learning

Apply It: To Inform

Year 4

Non-Chronological Report	Instructions	Recount (Diary)	Newspaper Article
Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.	Children learn to inform through instructions linked to making or doing something. This could link to the wider curriculum.	Children learn to recount from a character's viewpoint in the form of a diary, focusing on including emotions and feelings.	Children learn to recount and inform through writing short newspaper articles.
Children should be taught to: Structure & Organisation • include a heading to introduce the topic; • include an introduction to outline the topic; • include sub-headings to organise sections of information and to aid cohesion; • use paragraphs to organise related information; Grammatical features • use third person; • use mainly present tense; • include some use of perfect tense; • use a range of conjunctions to aid cohesion; Language features • use technical vocabulary to demonstrate factual knowledge; • use specific names of people or places; • use statistics to inform; • use pronouns to refer back to the subject; • use noun phrases to avoid repetition; • use noun phrases, adverbs and prepositions to provide specific, factual detail.	**Children should be taught to:** Structure & Organisation • include a title which outlines what the instructions are for, "How to….'; • organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence; • keep the sentences concise so the reader can follow the steps easily; • use numbered steps to give clarity; • end with a closing statement which may include warnings and/or top tips; Grammatical features • use second person; • use adverbs to direct how the action should be completed; • use imperative verbs to indicate importance; • use conjunctions to illustrate the sequence; • use mainly present tense; Language features • use determiners to give precision and quantify; • use technical/subject specific language for clarity; • use noun phrases and pronouns to avoid repetition.	**Children should be taught to:** Structure & Organisation • include a date the diary was written; • express what type of day it has been; • organise the main body into paragraphs; • organise the information chronologically; • include only relevant/significant events or information; • include a closing reflection; Grammatical features • use mainly past tense; • use first person address; • include time and sequence conjunctions; • use adverbs of time; • consider the effectiveness of a rhetorical question; Language features • use emotive language to emphasise feelings and reveal thoughts; • use pronouns to avoid the repetition of proper nouns; • include opinions as well as facts; • use personal pronouns.	**Children should be taught to:** Structure & Organisation • include a short, catchy headline; • include a by-line with who is reporting; • organise the article in two columns; • may include an image with caption; • begin with an introduction which • summarises the report (5Ws); • use paragraphs to sequence the events; • close with a final comment about the article; Grammatical features • include witness statements through direct speech; • use past tense; • use third person; Language features • use specific names of people or places; • use emotive vocabulary to convey and evoke response; • use noun phrases to avoid repetition; • use pronouns to refer back to the subject; • avoid overly detailed descriptions.

New Learning | Prior Learning

Apply It: To Persuade

Year 4

Posters - Persuasive	Advert	Formal Letter
Children learn to write short narratives linked to either a text that has been explored or a cross-curricular topic.	Children learn to persuade a consumer to buy something through promoting a product in the form of an advert.	Children learn to persuade a specific person to do something or think a certain way in the form of a letter.
Children should be taught to: Structure & Organisation • include a heading; • consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size); • focus upon the key message and ensure this is clearly written on the poster; Grammatical features • use imperative verbs to convey importance; • use inverted commas for direct quotes/ endorsements; • use exclamatory sentences to emphasise; Language features • use subject specific vocabulary; • avoid detailed descriptions; • use comparisons (better than..); • use alliteration for effect.	**Children should be taught to:** Structure & Organisation • include a heading; • include sub-headings; • consider how best to make the advert visually appealing (colour, bullet points, diagrams, images, font, size); • create a catchy tagline to advertise the product; • include a promise of a bargain/offer; Grammatical features • use imperative verbs to convey importance; • use inverted commas for direct quotes/endorsements; • use exclamatory sentences to emphasise; • include a rhetorical question; • include positive statistics; Language features • use subject specific vocabulary; • avoid detailed descriptions; • use comparisons and exaggeration (better than...); • use alliteration for effect; • use noun phrases to avoid repetition; • use language which appeals to the senses; • use comparative and superlative adjectives.	**Children should be taught to:** Structure & Organisation • include a sender and recipient's address; • include the date the letter was written; • begin the letter with 'Dear…"; • inform the recipient of the purpose of the letter and how the writer is feeling (I am excited to inform you/saddened to tell you/happy to announce); • present facts and information clearly; • close by stating what you would like to happen next; Grammatical features • use mainly past tense; • use first person address; • add a rhetorical question to cause the reader to consider the writer's view; • use subordinating conjunctions to express cause and effect; Language features • use Sir/Madam if the recipient is unknown; • use 'faithfully' to close if the recipient is unknown, 'sincerely' when known; • include only relevant information; • use emotive language to stress feelings; • use pronouns to avoid the repetition of proper nouns.

Curriculum Endpoints

Year 4

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 4 should enable children to:

	Autumn	Spring	Summer
Transcription	Apply Year 3 and some Year 4 spelling patterns within writing.	Apply many taught spelling patterns within writing.	Apply taught spelling patterns within writing.
	Spell most of the taught Year 3/4 statutory words correctly.	Spell most of the taught Year 3/4 statutory words correctly.	Spell most Year 3/4 statutory words correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.	Choose the correct spelling of taught homophones and near-homophones to match the context.	Choose the correct spelling of taught homophones and near-homophones to match the context.
	Spell most common contraction words correctly.	Begin to spell a wider range of contraction words correctly.	Spell a wider range of contraction words correctly.
	Write with legible and consistent handwriting, with some joins.	Write with legible and consistent handwriting, with some joins correctly formed.	Write with legible and consistent handwriting, with many joins correctly formed.
	Use editing to increase the accuracy of spelling and punctuation in writing.	Use editing to increase the accuracy of spelling and punctuation in writing.	Use editing to increase the accuracy of spelling and punctuation in writing.
Sentence Structure	Begin to use commas after fronted adverbials, as well as in lists.	Use commas more consistently after fronted adverbials, as well as in lists.	Use commas after fronted adverbials, as well as in lists.
	Put the apostrophe in the correct place within contractions and for singular possession.	Put the apostrophe in the correct place within contractions and for singular possession.	Begin to use commas to mark the boundary between a subordinate clause and a main clause.
	Use inverted commas to punctuate speech sentences mostly correctly.	Begin to use apostrophes to mark plural possession.	Put the apostrophe in the correct place within contractions and to mark singular possession.
	Use appropriate co-ordinating and subordinating conjunctions to join and extend many clauses.	Begin to use inverted commas to punctuate a sequence of speech sentences mostly correctly.	Demonstrate greater accuracy in use of apostrophes to mark plural possession.
	Use a range of verb tenses with increasing consistency.	Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.	Use inverted commas to punctuate a sequence of speech sentences mostly correctly.
	Use person and subject-verb agreement with increasing consistency.	Use a range of verb tenses with increasing consistency.	Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.
		Use person and subject-verb agreement with increasing consistency.	Use a range of verb tenses with increasing consistency.
			Use person and subject-verb agreement with increasing consistency.
Composition	Write coherent narrative pieces (including short stories, character and setting descriptions).	Begin to write organised and structured narratives (including short stories, character and setting descriptions).	Write organised and structured narratives (including short stories, character and setting descriptions).
	Write coherent non-narrative pieces using appropriate language and some organisational features.	Begin to write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader.	Write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader.
	Begin to vary sentence structure through the use of fronted adverbials to add detail.	Begin to vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail.	Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify.
	Begin to vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify.	Vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify.	Make effective choices when writing noun phrases (expanding before and/or after the noun) for different purposes.
	Organise writing into paragraphs to introduce new ideas or information.	Begin to select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.
	Use pronouns to replace nouns in order to avoid repetition.	Use paragraphs to organise ideas around a theme, beginning to make cohesive links between them.	Use paragraphs to organise ideas around a theme, making cohesive links between them.
		Use pronouns and begin to use a wider range of noun phrases in order to avoid repetition.	Use pronouns and a wider range of noun phrases in order to avoid repetition.

Greater Depth Endpoints — Year 4

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **some** of the statements below in the autumn term, **most** in the spring term and **all** of the statements in the summer term.

Greater Depth	Write more sustained pieces, still maintaining sense of purpose and audience, achieving cohesion through the use of pronouns, conjunctions and adverbials.
	Make some choices about: • the organisation and structure of writing • when to use a formal or more informal style • revealing character through dialogue • the use of precise vocabulary and techniques to evoke feelings and responses from the reader • language and grammar, according to purpose and audience to show an individual writer's voice.
	Begin to draw upon models from reading and use them to enhance writing.

Support For Children Not Working At ARE

Year 4

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code

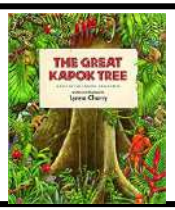
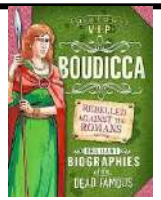
Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints	Writing organised, structured and effective narrative and non-narrative pieces following Y4 curriculum and endpoints

These can be tracked back further to meet the needs of the individual child.

Long Term Plan

Year 4

Autumn

			
The Great Kapok Tree Lynne Cherry	Flood Alvaro F. Villa	History VIP: Boudicca	Queen of Darkness Tony Bradman

Spring

		
The Wish Granter Literacy Shed	Malala Yousafzai Maria Isabel Sánchez Vegara	The Castle of Inside Out David Henry Wilson

Summer

			
Spider with Three Superpowers BBC Earth	Charlotte's Web E.B. White	The History of the Olympic Games BBC Bitesize	The Bee is Not Afraid of Me Isabel Galleymore and Fran Long

Autumn Term | Provision Map | Year 4

Autumn 1	Overall Purpose	To persuade – Poster-Persuasive	To inform – Non-chronological Report	To entertain - Story Writing
	Stimulus	The Great Kapok Tree	Rainforest Animals	Flood
	Writing Endpoints	• Use inverted commas to punctuate a sequence of speech sentences mostly correctly. • Select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.	• Begin to select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing. • Begin to use apostrophes to mark plural possession. • Use a range of verb tenses with increasing consistency.	• Put the apostrophe in the correct place within contractions and for singular possession. • Use pronouns to replace nouns in order to avoid repetition. • Use inverted commas to punctuate speech sentences mostly correctly.
	Writing Outcome	Create a persuasive poster to protect the rainforest.	Write a non-chronological report about a rainforest animal.	Write a narrative of the story from the point of view of one of the characters.

Autumn 2	Overall Purpose	To persuade – Advert	To inform- Recount
	Stimulus	History VIP: Boudicca	Queen of Darkness
	Writing Endpoints	• Use inverted commas to punctuate speech sentences mostly correctly. • Begin to vary use of noun phrases (expanding before and/or after the noun) to add detail or clarify.	• Begin to use commas after fronted adverbials. • Begin to vary sentence structure through the use of fronted adverbials to add detail.
	Writing Outcome	Write an advert to persuade soldiers to join Boudicca's army.	Write a series of diary entries from Rhianna's viewpoint ending with A Great Victory-based on events up to P92.

Spring Term | Provision Map | Year 4

Spring 1	Overall Purpose	**To persuade – Formal Letter**	**To inform – Non-chronological Report**
	Stimulus	**The Wish Granter-Literacy Shed**	**Malala Yousafzai Maria Isabel Sánchez Vegara**
	Writing Endpoints	• **Use pronouns and begin to use a wider range of noun phrases in order to avoid repetition.** • **Begin to select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.** • **Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.**	• **Begin to select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.** • **Begin to use apostrophes to mark plural possession.** • **Use a range of verb tenses with increasing consistency.**
	Writing Outcome	Dear Mr Wish Granter-Write a formal persuasive letter-encourage children to be aspirational and creative with their wish requests.	Write a non-chronological report about the life of Malala Yousafzai.

Spring 2	Overall Purpose	**To inform - Recount (Diary)**	**To entertain – Story Writing**
	Stimulus	**The Castle of Inside Out**	**The Castle of Inside Out**
	Writing Endpoints	• **Put the apostrophe in the correct place within contractions and for singular possession.** • **Use person and subject-verb agreement with increasing consistency.** • **Use paragraphs to organise ideas around a theme, beginning to make cohesive links between them.**	• **Begin to use commas to mark the boundary between a subordinate clause and a main clause.** • **Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.** • **Use inverted commas to punctuate a sequence of speech sentences mostly correctly.**
	Writing Outcome	Write a diary entry from the perspective of Lorina meeting the green people.	Write an adventure story making themselves the main character who follows the black rabbit to a magical land of their choice.

Summer Term | Provision Map | Year 4

Summer 1

Overall Purpose	**To inform - Instructions**	**To inform - Newspaper Article**
Stimulus	**Spider with Three Superpowers BBC Earth**	**Charlotte's Web**
Writing Endpoints	• **Make effective choices when writing noun phrases (expanding before and/or after the noun) for different purposes.** • **Vary sentence structure through the use of fronted adverbials and prepositional phrases to add detail and to clarify.** • **Use commas after fronted adverbials, as well as in lists.**	• **Make effective choices when writing noun phrases (expanding before and/or after the noun) for different purposes.** • **Put the apostrophe in the correct place within contractions and to mark singular possession.** • **Demonstrate greater accuracy in use of apostrophes to mark plural possession.**
Writing Outcome	Write a step-by-step guide for a Portia Spider, on how to catch its prey.	Write a newspaper report about the words in the web.

Summer 2

Overall Purpose	**To entertain – Story Writing**	**To inform – Non-chronological Report**	**To entertain - Poetry**
Stimulus	**Charlotte's Web**	**The History of the Olympic Games (BBC Bitesize)**	**The Bee is Not Afraid of Me**
Writing Endpoints	• **Begin to use commas to mark the boundary between a subordinate clause and a main clause.** • **Use appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.** • **Use inverted commas to punctuate a sequence of speech sentences mostly correctly.**	• **Begin to select vocabulary and grammar appropriate to the writing task in order to maintain purpose across longer pieces of writing.** • **Begin to use apostrophes to mark plural possession.** • **Use a range of verb tenses with increasing consistency.**	• **Write effective non-narrative pieces using appropriate language, grammar and organisational features to aid the reader.**
Writing Outcome	Tell the story of Wilbur's escape from the perspective of another character.	Write a non-chronological report about the Olympics.	Write a Kenning Poem.