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**KEY TECHNICAL SKILLS FOR YEAR 4**

Fronted adverbials

Apostrophes

Range of subordinate clauses

**Unity Community Primary School**

**Curriculum Progression in Writing - Year 4**

**2024-2025**

|  |  |  |  |  |  |  |
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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | 7 weeks  | 8 weeks  | 6 weeks  | 5 weeks  | 6 weeks  | 7 weeks  |
| Year 4 | **Text type:**Non- Fiction- Autobiography **Model text:**Autobiography of Tutankhamun**Toolkit:**Openings, headings, organisation.**Hot task:**Autobiography of Cleopatra | **Text type:**Fiction- Fairy-tale**Model text:**Egyptian Cinderella**Toolkit:**Setting**Hot task:**Chinese Cinderella  | **Text type:**Non- Fiction-Journal entry**Model text:**I was there by – Sue Reid**Toolkit:**Time Adverbials Range of conjunctionsEmotive language Apostrophe for possession **Hot task:**Newspaper report- Mountains | **Text type:**Fiction- Portal Story**Model text:**Elf Road portal story**Toolkit:**Alternative endings**Hot task:**Create their own portal story | **Text type:**Non-Fiction-Discussion writing**Model text:**Should boys learn to cook**Toolkit:**For and against arguments**Hot task:**d |  **Text type:**Fiction**Model text:**Alan Peat Suspense text**Toolkit:**Dilemma, suspense**Hot task:**Create their own suspense story. | **Text type:**Non- FictionNon- Chronological Report**Model text:**Alan Peat- Alien text**Toolkit:**Use of conjunctions to make complex sentencesTechnical Vocabulary**Hot task:**Non- Chronological report about the Loch ness monster. | **Text type:**FictionDiary entry**Model text:**Alan Peat- forest explorer**Toolkit:**Time adverbialsThoughts & Feelings.**Hot task:**Diary entry- life as a Roman solider | **Text type:**Non-FictionPersuasive writing**Model text:**Teacher pleaser**Toolkit:**Punchy titleInviting introductionRound of conclusion**Hot task:**Persuasive writing: Buy a parent pleaser machine | **Text type:**Fiction- Characterisation **Model text:**The Firework maker’s daughter**Toolkit:**Thoughts and reactionsUse dialogue punctuation correctly**Hot task:**Create a story: ‘The shoemaker’s daughter’ | **Text type:**Non- FictionInstructional writing Pie Corbett- How to be a Roman Solider**Toolkit:**Use a range of add on phrases.Appropriate punctuationPrecise noun and verbs**Hot task:**How to be an aborigine | **Text type:**Defeating the Dragon**Model text:**Wild Robot**Toolkit:**Dialogue |

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| Spelling  | Handwriting  |
| * Pupils should be taught to 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]
* write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
 | * Pupils should be taught to 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
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| Composition | Vocabulary, Grammar and Punctuation  |
| Pupils should be taught to plan their 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
* discussing and recording ideas
* draft and write by 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 in narratives, creating settings, characters and plot
* organising paragraphs in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
* evaluate and edit by 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.
 | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:* extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, while, as
* using conjunctions, adverbs and adverbials (eg. *firstly, suddenly, all of a sudden, at the top of the mountain, in a quiet voice*)
* using a comma after fronted adverbials
* indicating possession by using the possessive apostrophe with singular and plural nouns
* using and punctuating direct speech (develop use of speech marks and extend to punctuation at the end of speech eg. *“I won’t eat this!” he shouted.* OR *He shouted, “I won’t eat this!”*)

Terminology* letter, capital letter, lower case, upper case
* word, singular, plural
* word family, prefix, suffix
* consonant, vowel
* synonym, opposite
* sentence, statement, question, exclamation, command
* clause, subordinate clause
* word classes: noun, noun phrase, adjective, adverb, verb, preposition, conjunction
* adverbial, fronted adverbials
* tenses: past, present, future, imperative
* direct speech
* punctuation, full stop, question mark, exclamation mark
* bullet points
* apostrophe, comma, inverted commas (or ‘speech marks’)
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