

Year 4



Objectives taken from the National Curriculum 2014

Children should 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

Children should 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
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Children should 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

Children should proof-read for spelling and punctuation errors

Children should 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.

Choose pronouns for clarity and cohesion	Identify and use fronted adverbials of time, manner and place	Use expanded noun phrases which include modifying adjectives, nouns and prepositions	Understand the grammatical difference between plural and possessive –s	Use paragraphs to organise ideas around a theme
Apostrophes to mark plural possession	Use commas after fronted adverbials	Use inverted commas and other speech punctuation to punctuate direct speech	Write using Standard English	Use a range of other conjunctions to link ideas and clauses (e.g. although, however, therefore, especially, so that)
Use suffixes –ation, -ly, -ous, -tion, -sion, -ssion, -cian				

N = New Learning **R = Recall of prior learning** **T – New terminology** **S – Spellings (SR =spelling recall)** - not done yet as we don't have a spelling schem

Autumn
Dragonology

Spring
Voyage of Discovery

Summer
Planet Protectors

Teachers must teach the conventions of the genre alongside the GaPS skills.

<p>Poetry (2 weeks)</p> <p>R – Use the determiners ‘a’ and ‘an’ correctly.</p> <p>R – Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although</p> <p>R – Use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because)</p> <p>R – Use inverted commas (speech marks) to punctuate direct speech</p> <p>R – Use the present perfect form of verbs instead of the past tense</p> <p>R – use paragraphs, headings and sub-headings to aid presentation</p> <p>R – recognise word families are based on common words and show how they are related in meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>R – use a range of prefixes to to form nouns (e.g. super-, anti-, auto).</p> <p>N – choose pronouns for clarity and cohesion</p> <p>T – determiner, pronoun, possessive pronoun</p>	<p>Recount (3 weeks)</p> <p>R – use pronouns to aid cohesion</p> <p>R – identify and use fronted adverbials of manner</p> <p>R – use commas after a fronted adverbial</p> <p>N – identify and use fronted adverbials of time</p> <p>N – identify and use fronted adverbials of place</p>	<p>Narrative (3 weeks)</p> <p>R – Use variety of conjunctions</p> <p>R – use pronouns to aid cohesion</p> <p>R – Identify and use fronted adverbials of time, manner and place</p> <p>R – use commas after fronted adverbials</p> <p>N – expanded noun phrases which include modifying adjectives, nouns and prepositions</p>	<p>Instructions (2weeks)</p> <p>R – Use variety of conjunctions</p> <p>R – use pronouns to aid cohesion</p> <p>R – Identify and use fronted adverbials of time, manner and place</p> <p>R – use commas after fronted adverbials</p> <p>R – expanded noun phrases which include modifying adjectives, nouns and prepositions</p> <p>R – use inverted commas and other speech punctuation to punctuate direct speech</p> <p>R – (Y2) apostrophes to mark contractions and singular possession</p> <p>N – understanding to grammatical difference between plural and possessive –s</p> <p>N – apostrophes to mark plural possession</p>	<p>Narrative (3 weeks)</p> <p>R – Use variety of conjunctions</p> <p>R – use pronouns to aid cohesion</p> <p>R – Identify and use fronted adverbials of time, manner and place</p> <p>R – use commas after fronted adverbials</p> <p>R – expanded noun phrases which include modifying adjectives, nouns and prepositions</p> <p>R – use inverted commas and other speech punctuation to punctuate direct speech</p> <p>R – apostrophes for plural and singular possession, and contractions</p> <p>R – Writing using Standard English</p> <p>N – Use paragraphs to organise ideas around a theme</p>	<p>Persuasive letters (3 weeks)</p> <p>R – Use variety of conjunctions</p> <p>R – use pronouns to aid cohesion</p> <p>R – Identify and use fronted adverbials of time, manner and place</p> <p>R – use commas after fronted adverbials</p> <p>R – expanded noun phrases which include modifying adjectives, nouns and prepositions</p> <p>R – use inverted commas and other speech punctuation to punctuate direct speech</p> <p>R – apostrophes for plural and singular possession, and contractions</p> <p>R – Writing using Standard English</p> <p>R – Use paragraphs to organise ideas around a theme</p> <p>N – use suffixes –ation, -ly, -ous, -tion, -sion, -ssion, -cian</p>
<p>Descriptive writing (4 weeks)</p> <p>R – Use determiners ‘a’ and ‘an’ correctly.</p> <p>R – Extend sentences with more than one clause using a wider range of conjunctions, including if, when, because, although</p>	<p>Non-chronological reports (4 weeks)</p> <p>R – use pronouns to aid cohesion</p> <p>R – Identify and use fronted adverbials of manner, time and palce</p>	<p>Non-chronological reports (3 weeks)</p> <p>R – Use variety of conjunctions</p> <p>R – use pronouns to aid cohesion</p> <p>R – Identify and use fronted adverbials of time, manner and place</p>	<p>Author Study (3 weeks)</p> <p>R – Use variety of conjunctions</p> <p>R – use pronouns to aid cohesion</p> <p>R – Identify and use fronted adverbials of time, manner and place</p>	<p>Explanation (3 weeks)</p> <p>R – Use variety of conjunctions</p> <p>R – use pronouns to aid cohesion</p> <p>R – Identify and use fronted adverbials of time, manner and place</p>	<p>Non-chronological reports (4 weels)</p> <p>R – Use variety of conjunctions</p> <p>R – use pronouns to aid cohesion</p> <p>R – Identify and use fronted adverbials of time, manner and place</p>

<p>R – Use conjunctions, adverbs and prepositions to express time, place and cause</p> <p>R – Use inverted commas (speech marks) to punctuate direct speech</p> <p>R – Use the present perfect form of verbs instead of the past tense</p> <p>R – use paragraphs, headings and sub-headings to aid presentation</p> <p>R – recognise word families are based on common words and show how they are related in meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> <p>R – use a range of prefixes to form nouns (e.g. super-, anti-, auto)</p> <p>N – Identify and use fronted adverbials to show manner</p> <p>N – use commas after fronted adverbials</p> <p>T – adverbials</p>	<p>R – use commas after fronted adverbials</p> <p>N – use a range of other conjunctions to link ideas and clauses (e.g. although, however, therefore, especially, so that)</p>	<p>R – use commas after fronted adverbials</p> <p>R – expanded noun phrases which include modifying adjectives, nouns and prepositions</p> <p>N – use inverted commas and other speech punctuation to punctuate direct speech</p>	<p>R – use commas after fronted adverbials</p> <p>R – expanded noun phrases which include modifying adjectives, nouns and prepositions</p> <p>R – use inverted commas and other speech punctuation to punctuate direct speech</p> <p>R – apostrophes for plural and singular possession, and contractions</p> <p>N – Writing using Standard English</p>	<p>R – use commas after fronted adverbials</p> <p>R – expanded noun phrases which include modifying adjectives, nouns and prepositions</p> <p>R – use inverted commas and other speech punctuation to punctuate direct speech</p> <p>R – apostrophes for plural and singular possession, and contractions</p> <p>R – Writing using Standard English</p> <p>R – Use paragraphs to organise ideas around a theme</p>	<p>R – use commas after fronted adverbials</p> <p>R – expanded noun phrases which include modifying adjectives, nouns and prepositions</p> <p>R – use inverted commas and other speech punctuation to punctuate direct speech</p> <p>R – apostrophes for plural and singular possession, and contractions</p> <p>R – Writing using Standard English</p> <p>R – Use paragraphs to organise ideas around a theme</p> <p>R – use suffixes –ation, -ly, -ous, -tion, -sion, -ssion, -cian</p>
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Skills check – This is the aim for the vast majority of the class to achieve this half term to ensure that they are ready to move on to the next piece of learning
Can children...?

<ul style="list-style-type: none"> • Use ‘a’ and ‘an’ correctly in their writing • Use conjunctions, adverbs and prepositions to show time, place and cause • Use inverted commas (speech marks) to punctuate direct speech • Use present perfect tense accurately in their writing • Organise ideas into paragraphs, using headings and subheadings where appropriate • Create characters, settings and plot • Recognise word families and their meanings • Use prefixes to form nouns 	<ul style="list-style-type: none"> • identify and use fronted adverbials of time, manner and place • use commas after fronted adverbial • use an ever increasing range of conjunctions • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas about their writing • Compose and rehearse sentences orally • Assess the effectiveness of their own and others’ 	<ul style="list-style-type: none"> • identify and use fronted adverbials of time, manner and place • use commas after fronted adverbial • use an ever increasing range of conjunctions • use prepositions within expanded noun phrases • punctuate direct speech with a variety of punctuation • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas about their writing 	<ul style="list-style-type: none"> • identify and use fronted adverbials of time, manner and place • use commas after fronted adverbial • use an ever increasing range of conjunctions • use prepositions within expanded noun phrases • punctuate direct speech with a variety of punctuation • use apostrophes accurately • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • identify and use fronted adverbials of time, manner and place • use commas after fronted adverbial • use an ever increasing range of conjunctions • use prepositions within expanded noun phrases • punctuate direct speech with a variety of punctuation • use apostrophes accurately • write using Standard English • use paragraphs to organise writing around a theme • Discuss writing similar to that which they are planning to write in order to understand and learn from 	<ul style="list-style-type: none"> • identify and use fronted adverbials of time, manner and place • use commas after fronted adverbial • use an ever increasing range of conjunctions • use prepositions within expanded noun phrases • punctuate direct speech with a variety of punctuation • use apostrophes accurately • write using Standard English • use paragraphs to organise writing around a theme • spell suffixes • Discuss writing similar to that which they are planning to write in order to
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<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas about their writing • Compose and rehearse sentences orally • Assess the effectiveness of their own and others' writing and suggesting improvements • Proof-read for spelling and punctuation errors • Read aloud their own writing 	<p>writing and suggesting improvements</p> <ul style="list-style-type: none"> • Propose changes to grammar and vocabulary to improve consistency and cohesion • Proof-read for spelling and punctuation errors • Read aloud their own writing 	<ul style="list-style-type: none"> • Compose and rehearse sentences orally • Assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency and cohesion • Proof-read for spelling and punctuation errors • Read aloud their own writing 	<ul style="list-style-type: none"> • Discuss and record ideas about their writing • Compose and rehearse sentences orally • Assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency and cohesion • Proof-read for spelling and punctuation errors • Read aloud their own writing 	<p>its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> • Discuss and record ideas about their writing • Compose and rehearse sentences orally • Assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency and cohesion • Proof-read for spelling and punctuation errors • Read aloud their own writing 	<p>understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> • Discuss and record ideas about their writing • Compose and rehearse sentences orally • Assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency and cohesion • Proof-read for spelling and punctuation errors • Read aloud their own writing
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Terminology check

determiner, pronoun, possessive pronoun	determiner, pronoun, possessive pronoun, adverbial	determiner, pronoun, possessive pronoun, adverbial	determiner, pronoun, possessive pronoun, adverbial	determiner, pronoun, possessive pronoun, adverbial	determiner, pronoun, possessive pronoun, adverbial
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Spelling check:

<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice</p>	<p>accident(ally) actual(ly) address address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice</p>	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice</p>	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice</p>	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice</p>	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice</p>
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occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women	occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women	occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women	occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women	occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women	occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women
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