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| Year 4 Writing Intention Overview 2020-21 |
| Autumn 1  | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Insight KPIs |
| **TOPIC: Italy****TEXT:**The Boy The Mole The Fox and The Horse**PRACTICE:**Setting descriptionLiteracy Shed – Taking FlightHome Sweet HomeNarrativeNon-chronological reportEndangered Sharks**Sustained Writing Opportunities.**Writing a new adventure.Non Chronological Report on Sharks.Setting a scene – descriptive writing.**SPAG focus**Fronted Adverbials.Expanded Noun Phrases.Word Classes | **TOPIC: Ancient Rome****TEXT**: Dickens, A Christmas Carol**PRACTICE:**Setting descriptionA Christmas Carol – Scrooge’s counting house Narrative Explanation Making Roman Roads**Sustained Writing Opportunities.**Descriptive character and scene setting – describing Christmas in the style of DickensWriting an openingWriting an explanation text**SPAG focus**Expanded Noun PhrasesSentence types – Compound and ComplexPrepositions | **TOPIC:****Ancient Rome (2 weeks)****Geography – Rivers****TEXT:****The London Eye Mystery**Character descriptionThe London Eye Mystery – Character description of TEDNarrative Diary entryPersuasive advert**Sustained Writing Opportunities.****SPAG Focus**[Natural Curriculum](https://www.naturalcurriculum.co.uk/grammar/) | **TOPIC:****Anglo Saxons****TEXT: Beowulf**First person narrativeBeowulf – Reporting live on the events of Heorot.PoetrySpring Easter Poetry | **TOPIC:****Anglo Saxons (2weeks)****VIKINGS****TEXT: How to Train Your Dragon**Narrative | **TOPIC: VIKINGS**Non-Fiction focusInformal Letters Non ChronologicalReportAn Aspect of Viking LifeNarrative | Vocabulary, grammar and punctuationPunctuate direct speech accurately (including punctuation within and surrounding inverted commas). DEPTH: Uses a variety of reporting clauses to add detail and interest.In narrative, used direct speech to convey character. DEPTH: In narrative can combine speech and actions to convey character.Use fronted adverbials to show where, when and how with comma mostly accurate. DEPTH: Varies the adverbials e.g., with care instead of carefully with accurate use of punctuation.Use possessive apostrophe mostly accurately with plural nouns. DEPTH: Always uses possessive apostrophe for both singular and plural pronouns correctly.Chooses an appropriate pronoun or noun within or across sentences to aid cohesion and avoid repetition. DEPTH: Choose appropriate pronoun or noun to add impact to writing.CompositionIn narratives creates settings, characters and plot. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. DEPTH: Maintaining the viewpoint of the characterUses rich and varied vocabulary including use of figurative language and devices. DEPTH: Uses language and vocabulary choices with control to create impact and viewpoint.Composing sentences progressively increasing range of sentences structures: simple, compound, complex. DEPTH: Sentence structures are chosen for effect.Extend the range of sentences with more than one clause by using a wider range of conjunctions including e.g. when, if, because, although, which. DEPTH: Varies the position of the subordinate clause for effect and variety.Paragraphs organised around a theme, in most writing. DEPTH: Use fronted adverbials to develop cohesion between paragraphs.Independently, proof reads for punctuation errors (CL . ? ! “” , in a list ‘ for contractions, punctuation for direct speech). DEPTH: To edit and change punctuation for effect and variety.Independently, proof reads for spelling errors including non-negotiable and high frequency words. DEPTH: Edit and changes vocabulary for effect and variety.TranscriptionSpells most of the words from the Year 3/ 4 spelling list accurately. DEPTH: Spells some of the words from the Year 5/6 spelling list accurately.Apply knowledge of spelling rules and patterns taught in Year 4. DEPTH: Beginning to apply Year 5 spelling rules.HandwritingMost handwriting is legible and joined. DEPTH: Producing legible joined handwriting. |
| **What does reading look like in Y4?** Whole Class In depth book study:* The Boy The Mole The Fox and The Horse
* A Christmas Carol
* The London Eye Mystery
* How to Train your dragon

Bug club for homework1:1 reading with Below expectation childrenSNIP and TRUGGS where appropriate. Reading comprehension – whole class |
| **What does spelling look like in Y4?**In Free Writing: Wiggly line under words which they are unsure about – during editing time use word mats, writer’s directory, dictionary to check and improveAutumn – Spelling lists linked with Year 4 words, Weekly lesson and activities. Spelling folder with weekly activities (teaching PowerPoint focus/word search/handwriting/activity choice) |
| **What does grammar look like in Y4?** Stand alone discreet lessons using Literacy Shed and Natural Curriculum.Embedded into the book studies to cover the Year 4 SPAG requirements. |
| **English Manipulatives used in Year 4**Each child has their own ‘Manipulatives’ folder containing:Expected Year 4 spelling writing matFronted adverbial sheetUseful adjectives and adverbs work mats‘AWHITEBUS’ AND ‘FANBOY’ word mats |