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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 description  Literacy Shed – Taking Flight  Home Sweet Home  Narrative  Non-chronological report  Endangered 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 description  A 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 Dickens  Writing an opening  Writing an explanation text  **SPAG focus**  Expanded Noun Phrases  Sentence types – Compound and Complex  Prepositions | **TOPIC:**  **Ancient Rome (2 weeks)**  **Geography – Rivers**  **TEXT:**  **The London Eye Mystery**  Character description  The London Eye Mystery – Character description of TED  Narrative  Diary entry  Persuasive advert  **Sustained Writing Opportunities.**  **SPAG Focus**  [Natural Curriculum](https://www.naturalcurriculum.co.uk/grammar/) | **TOPIC:**  **Anglo Saxons**  **TEXT: Beowulf**  First person narrative  Beowulf – Reporting live on the events of Heorot.  Poetry  Spring Easter Poetry | **TOPIC:**  **Anglo Saxons (2weeks)**  **VIKINGS**  **TEXT: How to Train Your Dragon**  Narrative | **TOPIC: VIKINGS**  Non-Fiction focus  Informal Letters  Non Chronological  Report  An Aspect of Viking Life  Narrative | Vocabulary, grammar and punctuation  Punctuate 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.  Composition  In 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 character  Uses 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.  Transcription  Spells 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.  Handwriting  Most 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 homework  1:1 reading with Below expectation children  SNIP 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 improve  Autumn – 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 mat  Fronted adverbial sheet  Useful adjectives and adverbs work mats  ‘AWHITEBUS’ AND ‘FANBOY’ word mats | | | | | | |