



# YEAR 4

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## Writing Curriculum

Over the course of the year, the children will be exposed to a range of different narrative and non-narrative text types. These will be taught through high-quality literature and non-fiction texts.

The order of teaching is at the discretion of the class teacher and written text types should be chosen to suit the fiction or non-fiction texts that are being studied. Within these sessions, there will be a focus on sentence structure and composition and effect.

Spelling, punctuation, grammar and handwriting will be taught in context where possible and discretely as needed.

## Autumn Writing Assessment Indicators for the Expected Standard (EXS)

- Writing has clear structure across a range of genres.
- Sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. *change of character, time, place and event.*)
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Writing is of consistent size and is neat.
- Uses fronted adverbials, (e.g. *start with time connective or adverb followed by a comma.*)
- Spell all of the Year 1/2 statutory word list and most of the Year 3/4 words correctly in writing (*Appendix 1.*)
- Sentences include prepositions, e.g. *before, after, during, in, because of, under* or sentences include a prepositional phrase.
- Uses Standard English forms for verb inflections instead of local spoken forms, e.g. *'we were' instead of 'we was.'*
- Write a complete story with a full sequence of events in narrative order.
- Discuss and record more detailed ideas for writing in the form of planning.
- Begin to use similes to add description to writing.
- Choose vocabulary for effect to reflect audience and purpose.

## Spring Writing Assessment Indicators for the Expected Standard (EXS)

- Writing has clear structure across a range of genres.
- Sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. *change of character, time, place and event.*)
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Writing is of consistent size and is neat.
- Spell all of the Year 1/2 statutory word list and most of the Year 3/4 words correctly in writing (*Appendix 1.*)
- Uses the possessive apostrophe correctly in words with regular plurals (*for example, girls', boys'*) and in words with irregular plurals.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Punctuates direct speech accurately (*e.g. commas after reporting clause: end punctuation within inverted commas.*)
- Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, e.g. *'The teacher'* expanded to *'The strict maths teacher with curly hair sat at his desk.'*
- Uses appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Uses Standard English forms for verb inflections instead of local spoken forms, e.g. *'we were'* instead of *'we was.'*
- Write narrative that develops character, setting and plot.
- Edit and improve a section through re-drafting.
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.
- Choose vocabulary for effect to reflect audience and purpose.

## Summer Writing Assessment Indicators for the Expected Standard (EXS)

- Writing has clear structure across a range of genres.
- Sustained pieces of writing in paragraphs which are used to organise ideas around a theme or an event, (e.g. *change of character, time, place and event.*)
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Spell all of the Year 1/2 statutory word list and most of the Year 3/4 words correctly in writing (*Appendix 1.*)
- Increase legibility, consistency and quality of handwriting, e.g. down strokes of letters are parallel, line of writing spaced, ascenders and descenders of letters do not touch.
- Uses Standard English forms for verb inflections instead of local spoken forms, e.g. *'we were' instead of 'we was.'*
- Uses detail to build character descriptions and provoke a response and begin to integrate dialogue to convey characters.
- Write narrative that develops character, setting and plot.
- Edit and improve a section through re-drafting.
- 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.
- Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.
- Begin to use both a formal and an informal style.
- Choose vocabulary for effect to reflect audience and purpose.
- Identify and use correct terminology for adverbial, determiner, pronoun and possessive pronoun.

## Greater Depth (GDS) Statement

- Write independently, effectively, coherently and creatively for a wide range of audiences and purposes, drawing on their reading to inform the vocabulary and grammar of their writing.
- Paragraphing is clear and ideas are developing and are linked to guide the reader through the text
- Writing has a clear voice, which is sustained through both shorter and more extended texts.
- Make effective additions, revisions and proof-reading corrections to their own writing to impact on the reader.

***\*The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose***

# Narrative Text Types

Plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.

Challenge:  
Add character descriptions designed to provoke sympathy or dislike in the reader.

Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.

Challenge:  
Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.

Plan a complete story focused on organisational devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns.

Challenge:  
Experiment with using different organisational devices with some attempt to link paragraphs together.

Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.

Challenge:  
Transform the narrative through a change in atmosphere, varying the vocabulary to support it.

Write in role as a character from a story.

Challenge:  
Change the narrative voice or write from two perspectives.

Plan and write a story with a strong central character using “show don’t tell” techniques to provide information to the reader about that character.

Challenge:  
Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.

# Other Text Types

<p><b>Recount</b></p> <p>Write a recount in the 1<sup>st</sup> person with a clear audience and form</p> <p>Challenge: Make a change to the person it is written in, the audience or form and chose what text and language features to use.</p>	<p><b>Persuasion</b></p> <p>Write an advertisement focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices</p> <p>Challenge: Change the advert into a different form, e.g. TV advert, changing organisational devises, use of vocabulary and linguistic devices</p>	<p><b>Explanation</b></p> <p>Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.</p> <p>Challenge: Write same explanation in an informal style noting change of audience and form to suit this text.</p>	<p><b>Non-Chronological Report</b></p> <p>Write a report with a clear audience and specific form.</p> <p>Challenge: Explore and manage the shifts between past and present within the report. Transform by changing the form, style or audience, e.g. Wikipedia page or other website.</p>	<p><b>Recount</b></p> <p>Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately.</p> <p>Challenge: Same recount in a different form e.g. recount events as a diary.</p>	<p><b>Non-Chronological Report</b></p> <p>Write a comparative report based on their own notes taken from several sources.</p> <p>Challenge: Turn the report into a clear form with a different audience e.g. fact file, webpage, entry into non-fiction.</p>
<p><b>Poetry</b></p> <p>Create a kenning poem with precise adjective choices to describe an object of a sustained length.</p> <p>Challenge: Use of language devices such as metaphors and similes. Consider the order of the kennings for impact on the reader.</p>	<p><b>Instructions (1)</b></p> <p>Following a practical experience, children should write instructions for a given purpose and audience.</p> <p>Challenge: Adapt instructions by using precise imperatives and changing audience.</p>	<p><b>Instructions (2)</b></p> <p>Following a practical experience, children should write instructions for a given purpose and audience. Ensure precise inclusion of imperatives</p> <p>Challenge: Adapt to different audience and for different purpose. Include more refined imperatives, adverbs for clarity and diagrams to support</p>	<p><b>Persuasion</b></p> <p>Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.</p> <p>Challenge: Change the formality of the letter: formal audience, i.e. police, head teacher, politician, council etc..</p>	<p><b>Letter</b></p> <p>Write an informal letter from one key character to another.</p> <p>Challenge: Write in advanced style of another character adapting their speech and mannerisms through writing.</p>	<p><b>Discussion</b></p> <p>Write a book review that explores the different viewpoints of a book read</p>