

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 4

- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.


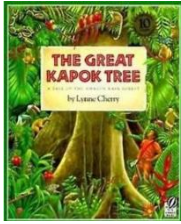
- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Story Time

Science – Living Things in their Environment

Geography- Interconnected World

Text and Genre	 Retell- The Invisible	 Retell- Leaf	 Retell The forgotten forest. Retell to the sign going up stating work starts tomorrow.	 Persuasive letter To builders	 The Great Kapok Tree Setting Description (Great for a retell too.)	Gap for Zoo Visit and Recount
Y4 Genre Progression	Including build-up, problem, resolution (Story-map). Independently structuring paragraphs around an idea. Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.	Including build-up, problem, resolution (Story-map). Independently structuring paragraphs around an idea. Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.	Including build-up, problem, resolution (Story-map). Independently structuring paragraphs around an idea. Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.	Include sender's address. Formal/detailed introduction. Justification of thoughts. Persuasive openers. Facts. Rhetorical questions. May tell a personal story. Give an expert's opinion. Include statistics.	What did they see? Simile as a sentence opener. Show don't tell to convey a character's emotion. Beginning to use personification to describe things in my writing.	
Handwriting – Understand which letters, when adjacent to one another, are best left unjoined.						
Year 4 Grammar and Punctuation	Consolidation of Year 3 Skills. Use ambitious adjectives to enhance the nouns in the writing.	Choose the most appropriate verbs to accurately describe to the reader what is being described. Use a comma after a fronted adverbial.	Short sentences to move events on quickly in a story.	Write a complex question sentence to emphasis my point in both fiction and non-fiction writing.	Use a simile as a sentence opener. Use prepositions as fronted adverbials and include an adjective to give the reader more information.	
Year 4 Spelling						

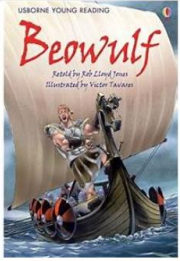
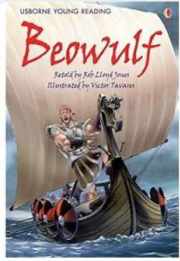
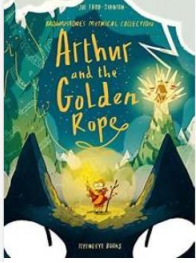

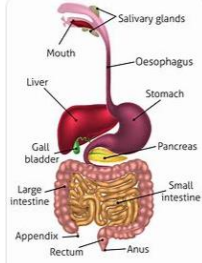
FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 4

Autumn 2

Story Time

Science – Animals including Humans Teeth and Digestive System

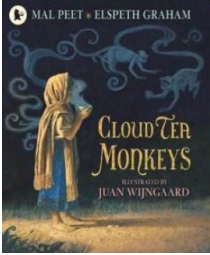
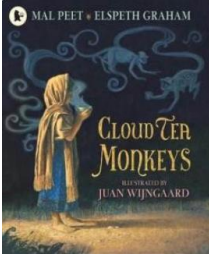
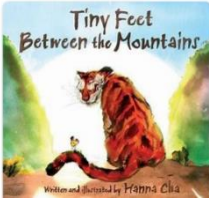

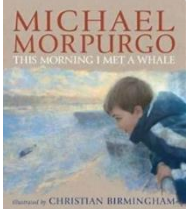

History- Invasion

Text and Genre	 <p>Character Description- Beowulf Description of Grendel</p>	 <p>Retell- Recount of the fight in the Great Hall</p>	 <p>Arthur and the Golden Rope- Diary</p>	 <p>Instructions how to trap a dragon (Up- level previous model.)</p>	<p>Independent Writing Assessment Unit</p>	 <p>Explanation Text on The Digestive System</p>
Y4 Genre Progression	<p>Past tense. More ambitious vocabulary choices. Range of prepositional phrases as openers. Similes and metaphors. Include speech to show personality.</p>	<p>Including build-up, problem, resolution (Story-map). Independently structuring paragraphs around an idea. Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.</p>	<p>Introduction to set the scene and create atmosphere. Events described from the author's perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don't tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs).</p>	<p>Rhetorical question in introduction Closing statement More than one sentence for each step</p>		<p>Title to intrigue. Start to choose own subheadings. Subheading as a question. Compare vocabulary. The total surface area of your intestines is about half the size of a badminton court. Cause and effect conjunctions: As a result of / subsequently / therefore</p>
Handwriting – Understand which letters, when adjacent to one another, are best left unjoined.						
Year 4 Grammar and Punctuation	<p>Use expanded noun phrases with modifiers.</p>	<p>Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end). Mark the reporting clause (who said it) with a comma when it is not at the end of the sentence.</p>	<p>Use show don't tell to describe how a character is feeling.</p>	<p>Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence.</p>		<p>Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence.</p>
Year 4 Spelling						

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 4

Spring 1

Story Time The Rhythm of the Rain

Geography- Misty Mountains, Winding River			Science- States of Matter			
Text and Genre						
	Retell- Cloud Tea Monkeys	Diary – Cloud Tea Monkeys - different section	Retell- Tiny feet between the Mountains.	Biography -Ellie Simonds	Retell -This Morning I met a Whale.	Poetry – Haiku/Cinquain Water/Mountains
Year 4 Genre Progression	Including build-up, problem, resolution (Story-map). Independently structuring paragraphs around an idea. Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.	Introduction to set the scene and create atmosphere. Events described from the author's perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don't tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs).	Including build-up, problem, resolution (Story-map). Independently structuring paragraphs around an idea. Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.	Includes feeling about times and occasions in their life. Fiction / current famous personality / particularly if you have a courageous advocate.	Including build-up, problem, resolution (Story-map). Independently structuring paragraphs around an idea. Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.	<u>Haiku</u> – Language poetry. 3 lines long. The syllables in each line match the format 5,7,5. Haiku poems are often about nature or the seasons and how we feel about them. Haiku is traditional poetry in Japan. <u>Cinquain</u> Cinquains are five-line poems that describe something. They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line. Cinquains do not need to rhyme, but this can be included.
	Handwriting- Use a consistent and efficient style of handwriting.					
Year 4 Grammar and	Use simple sentences for dramatic effect and know when to expand using conjunctions to create compound and complex sentences. (Consolidation of speech.)	Expand some sentences using subordinate clauses to give more detail about an event, and also leave some short for effect in narrative writing.	Use more interesting metaphors to describe things in my writing.	Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence.	Use the acronym FANBOYS to help me remember coordinating conjunctions (All of Year 3 + for, nor).	Consolidation of previously taught skills.
Year 4 Spelling						

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 4

Spring 2

Story Time

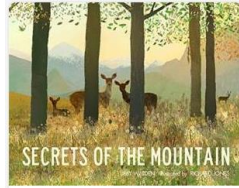
Geography- Misty Mountains, Winding River

Science – States of Matter

Text and Genre



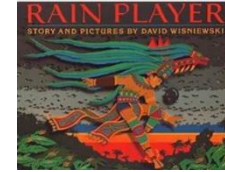
Retell - Everest (section of the story)



Setting- Secrets of the Mountain
Libby Walden

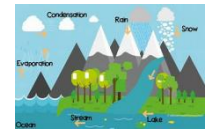


Non- Chronological Report
Misty Mountains,



Retell- Rain Player- Suggested text

Independent Writing Assessment Unit



Explanation Text
Water Cycle
(Up-level Previous model.)

Year 4
Genre Progression

Including build-up, problem, resolution (Story-map). Independently structuring paragraphs around an idea. Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.

What did they see?
Simile as a sentence opener. Show don't tell to convey a character's emotion. Beginning to use personification to describe things in my writing.

Write a complex question sentence to emphasis my point in non-fiction writing.
Use appropriate non-fiction openers. Cohesion within paragraphs. QTP in the introduction.

Title to intrigue. Subheading as a question. Compare vocabulary. The total surface area of your intestines is about half the size of a badminton court. Cause and effect conjunctions: As a result of / subsequently / therefore

Handwriting- Use a consistent and efficient style of handwriting.

Year 4
Grammar and

Use simple sentences for dramatic effect and know when to expand using conjunctions to create compound and complex sentences. (Consolidation of speech.)

Beginning to use personification to describe things in my writing. (This is a summer objective, but perfect for this piece of writing.)

Retrieve information in note form from a non-fiction text and begin to group similar information using appropriate subheadings. Use adverbs to show cause.

Consolidation of previously taught skills.

Use adverbs to show cause.

Year 4
Spelling

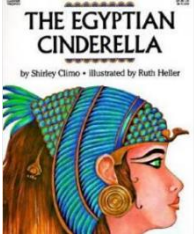
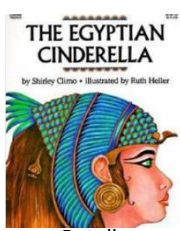



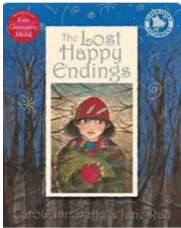
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Summer 1

Story Time

History-Ancient Egypt

Science- Sound

Text and Genre						
	Character Description - Egyptian Cinderella	Retell - Egyptian Cinderella	Retell -Myth of Isis and Osiris	Biography- Beverley Knight	Instructions- Mummification	Retell- The Lost Happy Endings
Year 4 Genre Progression	Past tense. More ambitious vocabulary choices. Range of prepositional phrases as openers. Similes and metaphors. Include speech to show personality.	Including build-up, problem, resolution (Story-map). Independently structuring paragraphs around an idea. Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.	Including build-up, problem, resolution (Story-map). Independently structuring paragraphs around an idea. Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.	Includes feeling about times and occasions in their life. Fiction / current famous personality / particularly if you have a courageous advocate.	Rhetorical question in introduction Closing statement More than one sentence for each step	Including build-up, problem, resolution (Story-map). Independently structuring paragraphs around an idea. Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.
Handwriting- Use a fluent, consistent style and write at speed						
Year 4 Grammar and Punctuation	Use more interesting metaphors to describe things in my writing.	Beginning to use personification to describe things in my writing.	Use fronted adverbials followed by a comma. When (Frequency) and How (Degree) .	Use fronted adverbials followed by a comma. When (Frequency) and How (Degree) .	Include complex sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma.	Consolidation of previously taught skills.
Year 4 Spelling						

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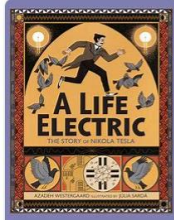
Summer 2

Story Time

Science - Electricity

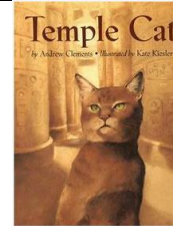
History-Ancient Egypt

Text and Genre



Retell- A life Electric

Independent Writing Assessment Unit



Retell- Temple cat
Picture book



Non- Chronological Report Egyptians

Year 4
Genre Progression

Including build-up, problem, resolution (Story-map).
Independently structuring paragraphs around an idea.
Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.

Including build-up, problem, resolution (Story-map).
Independently structuring paragraphs around an idea.
Show not tell for character's emotions. Detailed description of character and setting. Direct speech to move the action on. 3 part speech – what they said, who said it and how they said it (adverb). Still limit speech.

Write a complex question sentence to emphasis my point in non-fiction writing.
Use appropriate non-fiction openers.
Cohesion within paragraphs.
QTP in the introduction.

Handwriting- Use a fluent, consistent style and write at speed

Consolidation of previously taught skills

Consolidation of previously taught skills.

Consolidation of previously taught skills.

Year 4
Spelling