

Summer 1 Term Y4	Write an explanation, using different sentence structures and organised into paragraphs, about European Eels based on the text Think of an Eel and compose and recite a poem based on Rain before Rainbows and Rhythm of the Rain.
Vocabulary grammar and punctuation	<ul style="list-style-type: none"> • Create and use complex sentences with adverb starters in own writing. Use a comma to separate the clauses. • Create sentences with fronted adverbials for when and where. Use commas after fronted adverbials. • Identify, select and effectively use pronouns (I, me, my, mine, we, us our, ours). Choose nouns or pronouns to aid cohesion and avoid repetition. • Explore, identify, collect and use noun phrases. Use modifying adjectives and prepositional phrases, e.g. the determined eel with an unbreakable spirit. • Use specific and some technical vocabulary. Use precision in technical vocabulary • Use description to compare and contrast e.g. bats are one of the smallest mammals • Use words/phrases to make sequential, causal or logical connections e.g. because, as a result • Use subordinate clauses, extend the range of sentences with more than one clause; use a wider range of conjunctions: vary the position in a sentence. • Use language features which enhance writing such as similes, personification and alliteration. • Use language as a tool for creating atmosphere within a poem • Use clear and detailed description to help the reader imagine and use imagery for description
Composition drafting and writing	<ul style="list-style-type: none"> • Plan and write an opening paragraph • During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP). • Use paragraphs to organise writing, linking ideas across paragraphs using fronted adverbials for when and where. • Write in present tense (except historic reports) • Use organisational features (opening statement, paragraphs, steps explained in logical order, diagrams, flowchart, questions to draw in the reader) • Use language to explain a process or how something works; Include details expressed in ways that engage the reader. • Group similar information into paragraphs and how sequencing of information enhances clarity for the reader. • Plan clear steps in an explanation; ensure sentences are sequenced logically to enable the reader to understand the process • Distinguish between explanation, reports and recounts; recognise that an information book might contain all these forms of text or a combination of these forms. • Interest the reader by addressing them directly; (Have you ever thought about the way that ...?); relate the subject to their own experience. (So next time you see ..)
Composition planning and editing	<ul style="list-style-type: none"> • Identify and discuss the purpose and audience for the writing. Carefully consider the structure and vocabulary taking audience and purpose into account. • Discuss and record ideas for planning: experimenting with word combinations, rhyme, rhythm, alliteration, syllable count etc. • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing, e.g. Standard English verb inflections • With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. • Write in a range of genres/forms, taking account of different audiences and purposes with guidance. • Organises or categorises information based on notes from several sources and be able to refer to their planning when writing with increasing independence. • Draft and write by selecting mostly appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Check writing carefully and make changes which begin enhancing clarity or meaning. • Use additional resources, such as a dictionary, to aid accuracy. • Evaluate their work and ensure it addresses the audience and purpose of the text type. • Read aloud what they have written with appropriate intonation and expression to make the meaning clear.

Summer 2 Term Y4	Write an alternative to the narrative Varmints ; developing setting and character and an oral outcome – take part in a persuasive debate on environmental issues
Vocabulary grammar and punctuation	<ul style="list-style-type: none"> • Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. • Use commas to mark clauses in complex sentences. • Create sentences with fronted adverbials for when and create sentences with fronted adverbials for where. • Use commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech with correct punctuation and starting a new paragraph for a new speaker; Include a comma after the reporting clause in speech and end punctuation within the inverted commas. • Identify, select and effectively use pronouns. To aid cohesion • Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. • Explore, identify, collect and use noun phrases; use modifying adjectives and prepositional phrases to create expanded noun phrases. • Explore, identify and use Standard English verb inflections for writing. • Use tenses appropriately.
Composition drafting and writing	<ul style="list-style-type: none"> • Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Plan and write an opening paragraph which combines setting and character/s. • Use different sentence structures (see VGP). • Use paragraphs to organise writing in fiction and nonfiction texts. • Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home... • Use 1st or 3rd person to talk to audience consistently • Use small details to describe characters and settings. • Write a clear opening paragraph to explore setting and character; move onto paragraphs which introduce the dilemma; build up, climax, resolution. • Write dialogue in unusual form or different language to suit the futuristic setting • Create a setting which describes the future with clear and detailed description to convey imagined settings, technology to help the reader imagine. • Play with time sequence: Flashbacks and time travel • Develop an ability to use the features of a text type in their spoken language with confidence. • Develop sentences using new vocabulary using the correct intonation and expression for the purpose. • Consider organising paragraphs around persuasive points. ordering points to link them together so that one follows from another • Use statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments • Use a closing statement to repeat and reinforces the original/opening statement or viewpoint. • Use persuasive language: alliteration, repetition, rhetorical questions, short sentences to emphasise; use more formal language appropriately.
Composition planning and editing	<ul style="list-style-type: none"> • Read and analyse narrative and non-fiction (persuasion and debating) in order to plan their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction (persuasive debate). • Discuss and record ideas for planning. • Proofread to check for errors in spelling, grammar and punctuation. • Discuss and propose changes to own and others' writing with partners/small groups. • Improve writing in light of evaluation. • make notes from writing similar to that which they are planning to write and turn these into sentences. • read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books.) • Distinguish between texts which try to persuade and those that simply inform; recognise that some texts might contain examples of each of these • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader • Assemble and sequence points in order to plan the presentation of a point of view; linking points persuasively and selecting style and vocabulary • To compose a number of sentences orally, including making specific vocabulary choices, before writing it.

