

Y4 Spring Writing Curriculum

Spring 1 Term Y4	Narrative developing characterisation using dialogue to show how the character feels based on The Incredible Book Eating Boy by Oliver Jeffers and a historical diary entry evoking the time, place and mood of The Plague.
Vocabulary grammar and punctuation	<ul style="list-style-type: none"> • Create complex sentences with adverb starters. • Create sentences with fronted adverbials for where (and when). • Use commas after fronted adverbials or clause so that subordination can go at the beginning of the sentence. • Use inverted commas and other punctuation to indicate direct speech • Identify, select and effectively use pronouns to make writing more cohesive. (use of first person in a diary.) • Use standard English inflections for writing. • Use precise nouns and use noun phrases more effectively to describe. (Plague vocabulary and the historical setting) • Appropriate choice of pronoun or noun and synonyms within and across sentences to aid cohesion and avoid repetition. • Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text. For example, as the opening line (to draw the reader in immediately) or in the conclusion to support summarising • Explore and manage the shift between past and present tense in recounts, for example: present tense to describe on-going events compared with past tense to recount the actual event • Write in 1st person
Composition drafting and writing	<ul style="list-style-type: none"> • Develop characterisation using action, dialogue and description. (Begin to notice non-standard English use in character's speech) • Improvise and compose dialogue to show or give clues about how a character is feeling. Include character descriptions designed to provoke humour/empathy in the reader and try using expressive language to build detail. • Develop settings using vocabulary to create emphasis and atmosphere. Develop settings using adjectives and figurative language to evoke time, place and mood. (Historical setting details). Include some detailed description. • During writing use different sentence structures, orally compose alternatives and select from these according to the effect created. • Use paragraphs to organise writing in fiction beginning a new paragraph to reflect a change of speaker, location and time. • Use of paragraphs to organise ideas around a theme. The information needed in the introductory sentence to orientate the reader (Who? What? Where? When? Etc.) can be reordered to best hook the reader's interest. • Develop the final paragraph as a way of summarising the event in greater detail. For example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future. • Include important Dates • Make the writing feel personal by providing a mixture of facts and opinions to make it more personal and using rhetorical questions
Composition planning and editing	<ul style="list-style-type: none"> • Identify and discuss the purpose and audience for writing. • Consider the structure, vocabulary and grammar needed to support this. (Archaic language and grammar appropriate for the time of the plague archaic vocabulary used during the plague; use of first person for diary writing.) • Discuss and record ideas for planning. • Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. • Discuss and propose changes to own and others' writing with partners/small groups, e.g. more appropriate determiner. Improve writing in light of evaluation.

Spring 2 Term Y4	A Newspaper report recounting a theft based on William and the Missing Masterpiece by Helen Hancocks and a fictional recount about a strange experience with an unusual setting based on Flotsam by David Wiesner.
Vocabulary grammar and punctuation	<ul style="list-style-type: none"> • Create complex sentences with adverb starters. • Create sentences with adverbial openers for where and when. • Use a comma after the fronted adverbial. • Use inverted commas and other punctuation to indicate direct speech. Use of inverted commas where speech is preceded by the speaker. Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text e.g. as the opening line (draw the reader in immediately); in the conclusion to support summarising. • Include eyewitness accounts as quotes using direct speech punctuation • Identify and effectively use pronouns. (Third person in a newspaper. Switch to first person in interview speeches.) • Identify collect and use noun phrases appropriate to subject matter. • Use standard verb inflections for writing. Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events/topics/things, compared with past tense to recount the actual event.
Composition drafting and writing	<ul style="list-style-type: none"> • Develop settings using vocabulary to create emphasis, humour, atmosphere, or suspense • Improvise and compose dialogue to show or give clues about how a character is feeling. (In style of a newspaper) • During composition use different sentences structures. Orally compose alternatives and select from these according to the effect created. (Investigate journalistic language structures) • Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time. • Use paragraphs to organise writing around a theme -linking ideas across paragraphs using fronted adverbials for when and where. Develop the final paragraph as a way of summarising the event in greater detail, for example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future. • Include Headlines and subheadings to help organise writing. (Y3) • Support pupils to begin selecting some words and phrases that support the 'theme' of the recount- shock, horror etc.
Composition planning and editing	<ul style="list-style-type: none"> • Identify and discuss the purpose and audience for writing • Consider the structure, vocabulary and grammar needed to support this. (Recount writing; journalistic phrases, features of a newspaper.) • Record ideas for planning using box planning • Proof read to check for errors in spelling, grammar and punctuation in own and others writing. • Discuss and propose changes to own and others writing with partners/small groups.
Handwriting	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. • Use upper case letters appropriately e.g. not always writing A as a capital, not using capitals within words. • Write upper case letters of the correct size relative to lower case letters. • Form and use the four basic handwriting joins. • Write legibly Write with consistency in size and proportion of letters.