

Y4 Autumn 1: Non Chronological Report about Robots organised into paragraphs and a letter based on Looking for Atlantis describing a setting and adding atmosphere.	
<b>Vocabulary grammar and punctuation</b>	<p><b>Prior Learning from Y3:</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions; adverbs and prepositions.</li> <li>collect and use examples of prepositional phrases to build detail of physical features,</li> <li>Introduction to paragraphs as a way to group related material habits etc.</li> <li>Headings and sub-headings to aid presentation</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> </ul> <p><b>Year 4 learning:</b></p> <ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Create sentences with fronted adverbials for where using a preposition.</li> <li>Use nouns for precision linked to robots/electricity/invention.</li> <li>Select and effectively use pronouns. (First person in a letter; third person in a report)</li> <li>explore and use standard English verb inflections. Draw attention to importance of subject verb agreements.</li> <li>Revise and more effectively use a wider range of coordinating and subordinating conjunctions to write complex sentences. (although,however, despite, therefore)</li> <li>Explore how subordination and coordination can help the writer move from the general to the more specific eg. most bees are black or grey however some are bright red, yellow or metallic green.</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>
<b>Composition drafting and writing</b> Genre Features for Cohesion, purpose and effect	<ul style="list-style-type: none"> <li>Improve a passage prepared by the teacher</li> <li>Link ideas across a paragraph using fronted adverbials for when and where; provide detail through use of prepositions</li> <li>Develop settings using vocabulary to create emphasis, humour, atmosphere or suspense; revise, explore, identify and use noun phrases to improve descriptions.</li> <li>Write a diary in the 1st person (use contractions e.g. I'm writing to you) and choose sentence forms to address the reader directly</li> <li>Vary tenses</li> <li>Use layout features including an address/date, introductory paragraph and further paragraphs in order, suitable closing</li> <li>Use paragraphs to organise writing in non- fiction texts</li> <li>Write in the present tense</li> <li>Include an introduction indicating an overall classification of what is being described</li> <li>Use of short statement at the start of each paragraph to introduce each new topic</li> <li>Use of impersonal language (People often see... instead of You often see....)</li> <li>Use of precise and specific language (sometimes technical) to describe and differentiate</li> <li>Begin to incorporate into their own writing, the language of comparison and contrast so that writing often moves from general to more specific detail</li> <li>Use of organisational devices</li> </ul>
<b>Composition planning and editing</b>	<ul style="list-style-type: none"> <li>Identify and discuss the purpose and audience for writing (inform and describe).</li> <li>Read and analyse a number of report texts and discuss their function, form and typical language features,</li> <li>Develop research and note-taking techniques</li> <li>In reading, analyse reports and letters and note the differences/similarities</li> <li>Consider the structure, vocabulary and grammar needed to support writing.</li> <li>Discuss and record ideas for planning</li> <li>Proof read to check for errors in spelling, grammar and punctuation in own writing.</li> <li>Discuss own writing with the teacher or a partner and make some improvements.</li> </ul>

Autumn 2: Retelling of a myth and writing a modern/alternative version of a myth which includes a dilemma	
<b>Vocabulary grammar and punctuation</b>	<ul style="list-style-type: none"> <li>• Create and use sentences with an adverb starter.</li> <li>• Create sentences with fronted adverbials for when and where.</li> <li>• Use commas after fronted adverbials</li> <li>• Use inverted commas to punctuate direct speech. (Inverted commas)</li> <li>• Identify, select and effectively use pronouns.</li> <li>• Explore, identify and use Standard English verb inflections in writing.</li> <li>• Include vocabulary that is:               <ol style="list-style-type: none"> <li>1. Vivid, rich and strong to describe power and splendour of settings or characters</li> <li>2. Imagery: similes, metaphors, symbolism</li> </ol> </li> </ul>
<b>Composition drafting and writing</b>	<ul style="list-style-type: none"> <li>• Improve a passage with a focus on different sentence structures.</li> <li>• Develop settings using adjectives and figurative language to evoke time, place and mood. Begin to use some figurative or expressive language to build detail.</li> <li>• Develop dramatic settings using vocabulary to create emphasis, humour,</li> <li>• Develop characterisation using action, dialogue and description. (appropriate for a heroic character)</li> <li>• Improvise and compose dialogue between two characters.</li> <li>• Sequence stories in different stages: introduction, build up, climax, resolution</li> <li>• Use paragraphs and use different ways to introduce paragraphs</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 1 st or 3 rd person consistently</li> <li>• Use tenses appropriately</li> </ul> <p>Include:</p> <ul style="list-style-type: none"> <li>a series of trials for the hero</li> <li>an Incredible or miraculous events</li> <li>a hero who behaves in superhuman ways with unusual powers or strong characteristics</li> <li>a fantastical and terrifying adversary</li> <li>Fast moving narration of action</li> </ul>
<b>Composition planning and editing</b>	<ul style="list-style-type: none"> <li>• Identify and discuss the purpose and audience for writing</li> <li>• Investigate the language structures used in mythology</li> <li>• Discuss own writing with the teacher or a partner and make some improvements.</li> <li>• Proof read to check for errors in spelling, punctuation in own writing</li> <li>• Discuss own writing with the teacher and make some improvement after this.</li> </ul>