

### Ayios Nikolaos Primary School - Year 4 2020-21 - Writing Overview

These are main objective foci, but will be supplemented throughout short-term planning for the wider English NC Appendix and may include revision and adaptation to meet pupil need.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>ILP</b>	<u>Tribal Tales</u> (Stone Age – Iron Age)	<u>Mighty Metals</u>	<u>Gods and Mortals</u> (Ancient Greece)	<u>Misty Mountain</u> <u>Sierra</u>	<u>I Am Warrior!</u> (Ancient Rome)	<u>Tremors</u> (Volcanoes and Pompeii)
<b>Genres</b>	Imaginative Stories Information Texts List Poems and Kennings	Stories by the Same Author Persuasive Writing	Fables Non-chronological Reports Narrative Poems	Stories in Familiar Settings Instructions and <b>Explanations</b> Image Poems	Myths and Legends Biography Poems to Perform	Playscripts Fantasy Stories Recounts Syllabic Poems
<b>Texts (in addition to guided reading texts)</b>	Stig of the Dump  Non-fiction texts about the historical period  The Works (various poems)	The Iron Man The Iron Woman (Ted Hughes)  Recycling, re-using texts and articles	Aesop's Fables  Information Texts about Greek Gods and Goddesses including beliefs	King of the Cloud Forests (Michael Morpurgo)  Mountain Expedition texts  Sonnets from the Summit (previous year group examples made into a text)	A range of Roman myths e.g. focus on Roman Gods and Goddesses  Non-fiction texts about Julius Caesar/Boudicca	Escape from Pompeii  Roman Record

<b>Paragraphs and Sentences</b>	Paragraphs around a theme  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (verb/person)	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (if, if, if, then)	Multi-clause sentences - Use conjunctions, to express time/cause	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (action, more action)	Use the present perfect rather than simple past tense  Understanding writing can be 1 <sup>st</sup> or 3 <sup>rd</sup> person	Pronouns for cohesion to avoid repetition
<b>Vocabulary and Punctuation</b>	Present forms of verbs contrasting past tense  Adjectives and verb choice for descriptive effect	Accurate punctuation of dialogue  Using fronted adverbials... using commas after fronted adverbials (emotion, comma)	Adjectives for effect and purpose  Use of comma for clauses	Prepositions  Conjunctions to express time and cause  Use fronted adverbials correctly	Apostrophes in possessives	Understand the difference between plural and possessive
<b>Contexts for independent writing throughout the curriculum (see Y3/4 topic planning)</b>	Information page – stone age life  Letter writing (Stone Age Boy)  Writing in role – Bronze age tribal disputes  Explanation – Lindow Man	Reports – Anthony Gormley  Instructions – making a metal robot model  Evaluative writing – DT project	Report writing on Greek states  Labelling and captioning with purpose – timelines/map work	Information pages of mountain formation  Comparison of life in mountains to our life  Interview with a visiting 'mountain expert'	Information pages – Julius Caesar  Instructions as a Roman Centurion  Script-writing to show events leading to invasion  Writing in character reflecting on Boudicca's rebellion	Recounts – Pompeii  Non-chronological writing - volcanoes
<b>Spelling (N.B. discrete spelling according to need identified by diagnostic testing)</b>	Past tense verb spelling rules	Use prefixes and suffixes and understand how to add them Spell words often misspelt	Adding a suffix	Suffixes -ly	Prefixes	Revision of past tense spelling rules