



# Writing

## Year Four Curriculum Overview

Masefield Primary School

# Intent for Writing at Masefield

At Masefield we believe that a high-quality education will teach pupils to speak, write, listen, and read fluently so that they can communicate their ideas and emotions to others. Reading allows pupils to develop in a cultural, emotional, intellectual, social, and spiritual way. Additionally, they acquire knowledge to build on what they have already learnt. All skills of the English language are essential to participating fully as a member of society.

We teach children to read, write and speak well as these are skills they will need in being successful future citizens. We have high expectations for all children's English ability, that we will enable them with skills that will allow them to communicate and express themselves in an ever-changing society.

Communication skills are taught throughout the whole school curriculum especially in English through high quality texts and themes for writing. In all areas, speaking and listening is key and drama is something that we believe makes our school stand out. Early reading led by phonics and reading for pleasure are integral to promoting high expectations and standards across the school.

Topics contextualise SMSC in many areas of the curriculum and English; through texts, drama and social aspects of stories teaching ideas related to British Values. Resilience, respect and team work are transferable skills taught and applied across the curriculum through strong listening skills and clarity in communication.

In English, children have the opportunity to write for a range of purposes. We create opportunities for work to be celebrated e.g. publishing writing, sharing with other classes, writing to different organisations and people. We work to inspire a love of writing. Staff are reading role models and actively promote reading for pleasure ultimately helping students to become interesting in reading.

Through reading a range of high quality texts with relevant themes, we teach children about social injustice and how it can be overcome. We teach children to be respectful and effective communicators.

The school's curriculum for Writing sets out the content of teaching within in each year group and this demonstrates learning outcomes within the development of Writing. The curriculum details how this content is developed over a series of lessons.

The organisation of the Writing curriculum provides structured opportunities:

1. To encourage children to write independently.
2. To heighten motivation to write by providing an environment conducive to pleasurable writing.
3. To ensure that all pupils have equal access to a writing programme.
4. To raise pupils' levels of attainment/achievement in writing throughout the school.
5. To enable the pupil to obtain and use relevant information in their own writing.
6. To demonstrate, through writing, the feelings and experiences of themselves and others.
7. To enable the pupil to reflect on and edit the content they have produced.
8. To develop awareness of different types of writing genres and their purposes.
9. To understand and use the language terms used in the structure of the English Language.

# Writing Journey – The Teaching Sequence

	Part 1	Part 2	Part 3	Part 4	Part 5
Focus	<u>Reading</u> Reading the stimulus around what is being written about.	<u>Sentences</u> Sentence, grammar and punctuation level work from English Procedures Curriculum	<u>Scaffolded writing</u> using teacher modelling	<u>Independent Writing</u> based on modelled work from previous lessons Talk, plan, draft, edit, publish.	<u>Perform or/and Disciplinary Literacy</u> Writing linked to wider curriculum content from Foundation subjects e.g. What were the causes of the Second World War?
Reason	<b>Real writers read.</b> They do so because they hear the voice of fellow writers.	Pupils are learning to develop automaticity in writing sentences. Pupils will practise until they can't get these wrong. Practice makes permanent	Pupils are learning how to construct a coherent piece of writing using the sentence knowledge from previous teaching Scaffolded application of sentence knowledge.	Pupils are developing their knowledge of the writing process. Further independent application of sentence knowledge	Pupils are learning to understand the conventions of writing in a range of different subject disciplines including relevant structure of entire text. Additional opportunity to apply sentence knowledge
Talk	Fluency work around text – echo and choral reading.	Pupils orally rehearse sentences before writing	Pupils orally rehearse sentences before writing	Pupils discuss their ideas for their writing in the initial phases of planning	Pupils discuss their writing and read aloud to a partner to check their writing
Key Questions	What might the author mean here? How does this connect with what we have read before? Why might the author have written this? Does this remind you of anything? What do you like and not like about this? How does the author want us to feel at this point? How do you know?	Can pupils write these sentences with 100% accuracy? Can pupils use grammatical terminology accurately to describe the structure of their sentences?	Do pupils understand how to use their knowledge of sentences to build a coherent piece? Do pupils understand how authors select specific vocabulary and literary devices for effect?	Can pupils apply what they know about sentence structure, vocabulary and literary devices to produce a more independent piece? Are pupils explicitly taught to discuss, plan, draft and edit their work?	Can pupils write in a range of different subject domains retaining the specific features of each discipline? Is the vocabulary, grammar and structure of pupils' writing in keeping with the discipline?
In books	Reading tasks	Daily sentence level work including sentence expansion and sentence combining activities.	Scaffolded models	Planning, drafting and editing pupils' independent work	Extended writing on a specific subject

# Year Four Writing Overview

Autumn  
1

Autumn  
2

Spring  
1

Spring  
2

Summer  
1

Summer  
2

## Unit 1

Class Novel

Revision of  
Previous Year

Basic Skills

Class Novel

Revision of  
Previous Term

Basic Skills



Biography

Class Novel

Revision of  
Previous Term

Basic Skills



Poetic Form:  
Riddles  
Haiku and Tanka

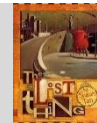
## Unit 2



Persuasive Writing  
Narrative



First Person Diary  
Entry



Third Person  
Adventure Story



Persuasive  
Brochures



Poetry &  
Description

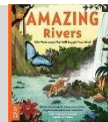


Stories with  
warning or morals

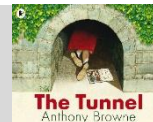
## Unit 3



Descriptive Unit



NC Report



News Report



Explanatory texts  
– Greek Gods

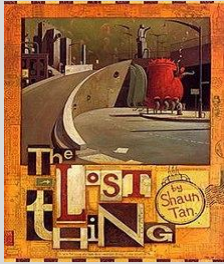


Diary Entry  
Anderton Centre

## Year Four Literature Spine

# Spring 1 Unit 1 – Year Four

## The Lost Thing



Written by Shaun Tan

### Sentence Knowledge:

1. Use noun phrases which are expanded by the addition of adjectives and preposition phrases.
2. Identify and write 'double ly' ending sentences which indicate manner.

### Features of a narrative:

Tell the events of the story in order.

Have a clear beginning, middle and end of the plot.

Use descriptive language such as expanded noun phrases and prepositional phrases.

### Grammar Knowledge:

- Create setting, characters and plot in narratives.
- Accurate use of paragraphs to organise ideas around a theme.
- Accurate tense and person is used effectively.
- Appropriate choice of pronoun or noun is used within and across sentences to aid cohesion.

### Punctuation Knowledge:

- Accurate use of a range of punctuation. E.g., capital letters, commas, full stops, exclamation marks and question marks.
- Use inverted commas and other punctuation to indicate direct speech.
- Apostrophes accurately mark singular and plural possession.

### Spelling Knowledge:

- Follow the Spelling Shed scheme of learning
- Use suffixes and prefixes.
- Use and spell homophones.

# Sequence of Learning

## READING

Step  
1

**Learning Objective: Make predictions and ask questions about the text.**

- I can use an illustration from the text to make predictions
- I can ask questions about the text to find out information.

Step  
2

**Learning Objective: Explore vocabulary**

- I can identify unfamiliar words from the text
- I can find out what these unknown words mean

Step  
3

**Learning Objective: Answer questions about the text**

- I can use information from the text to answer comprehension questions.
- I can prove my answers are correct by using evidence from the text

Step  
4

**Learning Objective: Sequence the text.**

- I can use a timeline to sequence the key events from the text.
- I can use hashtags to summarise each event in my timeline.

Step  
5

**Learning Objective: Explore the character of Shaun by using evidence from the text**

- I can give my impression of Shaun's appearance and use evidence from the text to justify these
- I can give my impression of Shaun's thoughts and feelings and use evidence from the text to justify these.

# Sequence of Learning

## SENTENCE LEVEL

Step  
1

**Learning Objective: Identify expanded noun phrases**

- I can identify the noun in each sentence
- I can identify the adjective in each sentence

Step  
2

**Learning Objective: Write sentences with expanded noun phrases**

- I can write simple noun phrases linked to the Lost Thing
- I can add an adjective to each one to create expanded noun phrases

Step  
3

**Learning Objective: Write sentences with expanded noun phrases**

- I can circle the noun in each sentence
- I can fill in the missing words to create sentences with expanded noun phrases

Step  
4

**Learning Objective: Write sentences with expanded noun phrases**

- I can correct the mistakes and rewrite each sentence
- I can unjumble the sentences to create examples of sentences with expanded noun phrases

Step  
5

**Learning Objective:**

- X
- X
- X



# Sequence of Learning

## WRITING LEVEL

Step  
1

**Learning Objective: Use sentences with expanded noun phrases**

- I can use vocabulary from the text to write simple noun phrases.
- I can expand the noun phrases to write a setting description.

Step  
2

**Learning Objective: Edit and improve a narrative.**

- I can highlight mistakes in the paragraph
- I can correct the mistakes and rewrite the narrative.

Step  
3

**Learning Objective: Plan a narrative**

- I can use a timeline to order the key events
- I can note the setting, characters' actions, emotions and plot changes.

Step  
4

**Learning Objective: Retell the story (shared)**

- I can use my plan to retell the story.
- I can use expanded noun phrases in my narrative.

Step  
5

**Learning Objective: Retell the story (Independent)**

- INDEPENDENT

# Sequence of Learning

PERFORMANCE

Step  
1

Learning Objective:

- X
- X
- X

Step  
2

Learning Objective:

- X
- X
- X

Step  
3

Learning Objective:

- X
- X
- X

Step  
4

Learning Objective:

- X
- X
- X

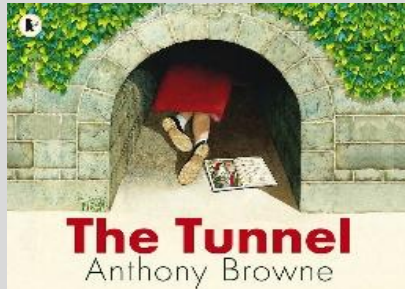
Step  
5

Learning Objective:

- X
- X
- X

# Autumn 1 Unit 1 – Year Four

## The Tunnel



Written by Anthony Browne

### Sentence Knowledge:

3. Identify and write sentences using subordinate conjunctions to express time and cause.
4. Identify and write sentences using direct speech.

### Features of a newspaper report:

- Include the name of the newspaper, the headline, reporter's name and pictures/captions about the event.
- Written in the third person and in the past tense
- Include direct and reported speech.

### Grammar Knowledge:

- Create setting, characters and plot in narratives.
- Accurate use of paragraphs to organise ideas around a theme.
- Accurate tense and person is used effectively.
- Appropriate choice of pronoun or noun is used within and across sentences to aid cohesion.

### Punctuation Knowledge:

- Accurate use of a range of punctuation. E.g., capital letters, commas full stops, exclamation marks and question marks.
- Use inverted commas and other punctuation to indicate direct speech.
- Apostrophes accurately mark singular and plural possession.

### Spelling Knowledge:

- Follow the Spelling Shed scheme of learning
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- Use and spell homophones.

# Sequence of Learning

## READING

Step  
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**Learning Objective: Make predictions and ask questions about the text**

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Step  
2

**Learning Objective: Explore vocabulary**

- I can identify unfamiliar words from the text
- I can find out what these unknown words mean

Step  
3

**Learning Objective: Answer questions about the text**

- I can use information from the text to answer comprehension questions
- I can prove my answers are correct by using evidence from the text

Step  
4

**Learning Objective: Sequence the text**

- I can use a timeline to sequence the key events from the text
- I can use hashtags to summarise each event in my timeline

Step  
5

**Learning Objective:**

- X
- X
- X

# Sequence of Learning

## SENTENCE LEVEL

Step  
1

**Learning Objective: Identify subordinating conjunctions**

- I can identify the noun in each sentence
- I can identify the adjective in each sentence

Step  
2

**Learning Objective: Write sentences with subordinating conjunctions**

- I write a main clause about The Tunnel
- I can write a subordinate clause that starts with the given Subordinate conjunctions

Step  
3

**Learning Objective: Write multi clause sentences with subordinating conjunctions**

- I can read the main clause about The Tunnel
- I can choose an appropriate subordinating conjunction
- I can add a subordinate clause and it makes sense

Step  
4

**Learning Objective:**

- X
- X
- X

Step  
5

**Learning Objective:**

- X
- X
- X

# Sequence of Learning

## WRITING LEVEL

Step  
1

**Learning Objective: Identify features of a newspaper report**

- I can colour code the features and find them in the report
- I know what the features are for

Step  
2

**Learning Objective: Edit and improve a newspaper report**

- I can highlight mistakes in the paragraph
- I can correct the mistakes and rewrite sections of the report

Step  
3

**Learning Objective: Plan a newspaper report**

- I can use the boxes to plan the features
- I write the first paragraph which contains the 5 Ws

Step  
4

**Learning Objective: Write a newspaper report (shared)**

- I can use my plan to write a newspaper report
- I can use subordinating conjunctions in my report

Step  
5

**Learning Objective: Write a newspaper report (independent)**

- INDEPENDENT

# Sequence of Learning

PERFORMANCE

Step  
1

Learning Objective:

- X
- X
- X

Step  
2

Learning Objective:

- X
- X
- X

Step  
3

Learning Objective:

- X
- X
- X

Step  
4

Learning Objective:

- X
- X
- X

Step  
5

Learning Objective:

- X
- X
- X

# Sentence Knowledge Teaching Tools to secure automaticity

We can take the brilliant complexity of sentences for granted. Each sentence written in the classroom is a distillation of a near-infinite number of complex moves.


For pupils, practising one sentence brilliantly may be worth a hundred sentences written in haste.

Too often, in the classroom, sentences are modelled, but pupils don't have a strong concept of difference sentence level moves, their functions, and how to manipulate them. Instead of tackling lots of different genres and undertaking lots of error strewn 'big writes', we should be explicit in deliberately practising crafting great sentences.

Name of Activity	Description	Example
<b>1. Explicit Modelling</b>	<p>At the start of the teaching sequence, teachers will dissect a number of model sentences with the class indicating the grammatical features as described in the sentence knowledge curriculum document. Teachers will model writing sentences and 'thinking out loud' about what they need to focus on.</p> <p>All sentence focused teaching begins with this and must be revisited throughout the week.</p>	n/a
<b>More Scaffolded Teaching Tools (used early on in teaching sequence)</b>		
<b>2. Examples and Non-Examples</b>	Teachers will present a number of sentences to the class. Some will follow the correct structure of the sentence type being studied while others will not. Pupils must identify the examples and non-examples and explain why they have been selected. Pupils may then go on to the 'Fix the error' activity with the non-examples.	<p>Conjunctions to list nouns</p> <ul style="list-style-type: none"> <li>• The nurse helped Jack and Sophie and Abdul.</li> <li>• The shop sold bread sweets crisps. Which is incorrect? Why?</li> </ul>
<b>3. Missing words</b>	Sentences are presented to children with one or more words missing. Pupils then write the sentence in full, filling in the missing information.	<p>Adverbs that modify adjectives</p> <p>The _____ tall girl entered the room. (Pupils can then add in an adverb such as 'incredibly')</p> <p>Note that the missing word is the key aspect of the sentence. It would not be as effective if the missing word had been 'girl' in this instance.</p>



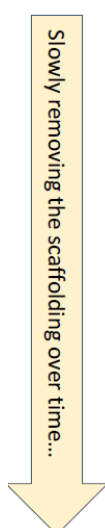
4. Dictation	Teachers read an example of a well-crafted sentence they have prepared in advance one word at a time. Pupils must transcribe the sentence with accurate punctuation and spelling. This activity will work best with sentences that require specific punctuation.	<p>Commas in lists</p> <p>'The nurse helped Jack, Sophie and Zain.'</p> <p>When using dictation, it would be helpful to include some of the spelling words from the current week or from previous weeks to give pupils an additional chance to retrieve this from memory.</p>
5. Fix the error	Pupils are presented with a sentence containing one or more errors to correct. The error should usually focus on the specific grammar aspect being studied.	<p>Direct speech</p> <p>The teacher said that girl is very kind.</p> <p>Pupil writes - The teacher said, "That girl is very kind."</p>
6. Sentence Jumble	Pupils are given a sentence in jumbled up form and must construct it so that it makes sense. The sentence can be broken into individual words or phrases depending on the focus of the teaching.	<p>Two adjectives after state of being verb</p> <p>happy, excited, and, was, Sam.</p> <p>Pupils write 'Sam was happy and excited' or 'Sam was excited and happy'</p> <p>OR</p> <p>Semi-colons to link sentences</p> <p>Pupils are given...</p> <ul style="list-style-type: none"> <li>consequently</li> <li>he yawned</li> <li>the man felt tired.</li> </ul> <p>They then construct 'The man felt tired; consequently, he yawned.'</p>
7. Complete the sentence	<p>Pupils are given a sentence starter which they can use to write a sentence in the form being studied. Pupils can then underline the key grammatical aspect being studied if relevant.</p> <p>Providing a sentence ending may also work here.</p>	<p>Main and subordinate clauses</p> <p>'The girl fell over because...'</p> <p>Pupil writes – The girl fell over because <u>she tripped over the step.</u></p>

8. Sentence Expansion	Beginning with a short single clause sentence, pupils must expand the sentence adding further detail or additional clauses linked with conjunctions. The sentence must maintain the form being studied.	<p>Complex sentences opening with main clause and followed by subordinate clause.</p> <p>The teacher provides the sentence 'The girl fell over because she tripped over the step.' Pupils expand this without allowing the sentence to become clunky and without losing the structure being studied. E.g., 'The <u>fastest</u> girl fell over because she tripped over the steps <u>near the kitchen</u>.'</p>
9. Sentence combining	Pupils are given 2 or 3 short sentences which they must combine to produce a single multi-clause sentence following the format being studied. Pupils can then consider the effectiveness of different ways of combining sentences.	<p>Multi-clause compound sentences</p> <p>The teacher provides 2 or 3 short sentences such as</p> <p>'Rain lashed the freezing playground. We ventured outside. Everyone played football together.'</p> <p>The pupil then combines these to write 'Rain lashed the freezing playground, <b>yet</b> we ventured outside, <b>and</b> everyone played football together.'</p>
Less Scaffolded Teaching Tools (for use later in the teaching sequence)		
10. Use the vocab	<p>Teachers provide 1 or 2 words drawn from other aspects of the curriculum including foundation subjects or the current novel they are reading. Pupils must then use this to construct a sentence in the form being studied.</p> <p>Pupils may then underline the key grammatical element of the sentence, if relevant.</p>	<p>Extended noun phrases</p> <p>The teacher provides the word <i>vicious</i> from the class novel "The Lion, the Witch and the Wardrobe"</p> <p>Pupils write sentences such as '<u>The vicious wolf with blood-stained fur</u> crept towards the children.'</p> <p>They may underline the noun phrase.</p>
11. Picture Prompt	Teachers present a picture to the class as a prompt for pupils to construct and write their own sentence(s) following the sentence type being studied. Pupils should orally rehearse their sentence with their partner or an adult before writing.	<p>Write commands</p> <p></p> <p>Pupil writes 'Stop running in the corridor.'</p> <p>A variation on this activity would be to use a sound effect, short video clip or piece of music as stimulus.</p>

12. Subject Knowledge Sentences	Pupils write sentences based on curriculum content using the specific sentence type being studied. Content may be drawn from any curriculum area including history, geography, science, art etc. You could also write sentences about the novel currently being studied.	Multi-clause complex sentences  After class discussion about content, pupils independently write - As the economic depression worsened, Hitler grew in power, and became unstoppable.
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### Example Daily structure of teaching lesson

## Sentence Level Activities



1. Explicit Modelling
2. Examples and Non-examples
3. Missing Words
4. Dictation
5. Fix the Error
6. Sentence Jumble
7. Complete the sentence
8. Sentence Expansion
9. Sentence Combining
10. Use the Vocab
11. Picture Prompt
12. Subject Knowledge Sentences

6.1: Identify and write multi-clause compound sentence with two different coordinating conjunctions

Day 1	Day 2	Day 3
<b>Explicit modelling</b> 1. Missing words 2. Examples and non-examples 3. Fix the error	<b>Explicit modelling</b> 1. Complete the sentence 2. Sentence combining 3. Sentence expansion	<b>Explicit modelling</b> 1. Picture prompt 2. Use the vocab 3. Subject knowledge sentences

### Example Lesson Structure

1.	<b>Explicit Modelling</b> and teaching of the sentence knowledge
2.	<b>Activity 1 - I do, we do, you do</b> 'We do' can be done on whiteboards together 'You do' can be done in exercise books (e.g. 2 to 4 sentences to practise applying their knowledge)
3	<b>Activity 2 - I do, we do, you do (as above)</b>
4.	<b>Activity 3 - I do, we do, you do (as above)</b>

# One Page Overview – Y1-6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Punctuation</b>	Full stop Capital letter (I and names) Question mark Exclamation mark Finger spaces	Commas in a list Apostrophe for contraction Apostrophe for singular possession	Inverted commas	Introduce paragraphs Headings Sub headings Subordinate clauses Direct speech Present perfect form of verbs	Pair of dashes, commas and brackets for parenthesis Commas to avoid ambiguity	Colon Semi-colon Dash (single) Bullet points Hyphens
<b>Sentence Structure</b>	'and' (to join phrases and clauses)	'and, or, but' co-ordinating conjunctions 'because, if, when' subordinating conjunctions Noun phrases 4 forms of sentence	'when, before, after, so, because' to show time, place, cause 'next, soon, therefore' adverbs 'before, after, during, because of' prepositions	Fronted adverbials Expanded noun phrases	Relative clauses Adverbs and modal verbs to indicate degrees of possibility	Active and passive form Subjunctive form
<b>Coherence and Cohesion</b>	As above Understanding what a sentence is	As above Understanding what the 4 forms of sentences are – statement, command, question, exclamation Present, past tense & progressive form of verbs	Introduce paragraphs Headings Sub headings Subordinate clauses Direct speech Present perfect form of verbs	Paragraphs/sections Dialogue to create character/ move the action on Choice of pronoun/noun to avoid repetition	Cohesive devices within a paragraph Adverbials of time to link ideas across paragraphs	Cohesive devices- repetition of a word/phrase, Adverbials Ellipsis Layout devices (bullets etc)
<b>Composition and Effect</b>	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (implicit)	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (explicit) Audience identified where appropriate	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure
<b>Proof-reading and Editing</b>	Say it, count it, write it, check it Modelled proof reading Modelled editing	Say it, count it, write it, check it Modelled & application of proof reading Modelled and application of editing	Scaffolded editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing
<b>Word Classes</b>		Adjective Adverb Noun Verb	Preposition Conjunction Word family	Determiner Pronoun Possessive pronoun	Revision of previous learning	Revision of previous learning
<b>Spelling</b>	Plural suffixes 's', 'es' Verb suffixes 'ing, ed, er' Prefix 'un' Common exception words Spelling Appendix	Suffixes 'ness, er, est, ly' Adjectives 'ful, less' Homophones Common exception words Spelling Appendix	Prefixes 'super, anti, auto' Year group word list Spelling Appendix	Year group word list Spelling Appendix	Nouns & adjectives to verbs using suffixes 'ate, ise, ify' Verb prefixes 'dis, de, mis, over, re' Year group word list Spelling Appendix	Informal/formal vocabulary Synonyms & antonyms Year group word list Spelling Appendix
<b>Handwriting</b>	Finger spaces Form letters in the correct direction, start and finish in the right place	Spacing Form letters of the correct size (relative to one another) Begin to use some of the diagonal and horizontal strokes	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting	Legible Fluent Increasing speed	Legible Fluent Increasing speed

# Year 4 Writing Progression

Transcription (Statutory Requirements)	
<b>Spelling</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<b>Year 4 Spelling Shed Scheme</b> <ol style="list-style-type: none"> <li>1. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</li> <li>2. Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'</li> <li>3. Spelling Rules: Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'</li> <li>4. Spelling Rules: The prefix 'sub-' which means under or below.</li> <li>5. Spelling Rules: The prefix 'inter-' means between, amongst or during.</li> <li>6. Challenge Words</li> <li>7. Spelling Rules: The suffix '-ation' is added to verbs to form nouns.</li> <li>8. Spelling Rules: The suffix '-ation' is added to verbs to form nouns.</li> <li>9. Spelling Rules: Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'</li> <li>10. Spelling Rules: Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'</li> <li>11. Spelling Rules: Word with the 'sh' sound spelled ch. These words are French in origin.</li> <li>12. Challenge Words</li> <li>13. Spelling Rules: Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'</li> <li>14. Spelling Rules: Adding the suffix -ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.</li> <li>15. Spelling Rules: The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.</li> <li>16. Spelling Rules: The 'ee' sound spelled with an 'i.'</li> <li>17. Spelling Rules: The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.</li> <li>18. Challenge Words</li> <li>19. Spelling Rules: The 'au' digraph</li> <li>20. Spelling Rules: The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'</li> <li>21. Spelling Rules: The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'</li> <li>22. Spelling Rules: The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'</li> <li>23. Spelling Rules: Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.</li> <li>24. Challenge Words</li> <li>25. Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.</li> </ol>

	26. Spelling Rules: The /s/ sound spelled c before 'i' and 'e'. 27. Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' 28. Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' 29. Spelling Rules: Prefixes – 'super-' 'anti' and 'auto.' 30. Spelling Rules: The prefix bi- meaning two. 31. Revision – spelling rules we have learned in Stage 4. 32. Revision – spelling rules we have learned in Stage 4. 33. Revision – spelling rules we have learned in Stage 4. 34. Revision – spelling rules we have learned in Stage 4. 35. Revision – spelling rules we have learned in Stage 4. 36. Revision – spelling rules we have learned in Stage 4.			
<b><u>Handwriting</u></b> Pupils should be taught to: <ul style="list-style-type: none"><li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li><li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li></ul>				
<b><u>Grammar, Punctuation and Spellings (Statutory Requirements)</u></b> Pupils should be taught to: <ul style="list-style-type: none"><li>• develop their understanding of the concepts set out to the right by:<ul style="list-style-type: none"><li>○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>○ using the present perfect form of verbs in contrast to the past tense</li><li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>○ using conjunctions, adverbs and prepositions to express time and cause</li><li>○ using fronted adverbials</li><li>○ learning the grammar for years 3 and 4</li></ul></li><li>• indicate grammatical and other features by:<ul style="list-style-type: none"><li>○ using commas after fronted adverbials</li><li>○ indicating possession by using the possessive apostrophe with plural nouns</li><li>○ using and punctuating direct speech</li></ul></li><li>• use and understand the 'terminology for pupils' accurately and appropriately when discussing their writing and reading.</li></ul>				
<b><u>Year 4 Detail of Content to be Introduced (Statutory Requirements)</u></b>				
<b><u>Word</u></b>	<b><u>Sentence</u></b>	<b><u>Text</u></b>	<b><u>Punctuation</u></b>	<b><u>Terminology for Pupils</u></b>

<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girl's names]</p> <p>Use of commas after fronted adverbials.</p>	<p>determiner pronoun, possessive pronoun adverbial</p>
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### Writing Composition (Statutory Requirements)

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

# Writing Assessment

### Stage 4

X = Achieved    / = Working Towards    . = Not Achieved

[illegible]



[illegible]