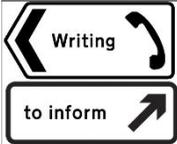




## Year 4 – Writing overview.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Writing purpose:</b></p>	<p><b>To entertain:</b></p>  <p>Setting description</p> <p>Character description</p>	<p><b>To entertain:</b></p>  <p>Narratives from another culture.</p> <p>Poetry</p>	<p><b>To inform:</b></p>  <p>Recount</p> <p>Non-chronological report</p>	<p><b>To entertain:</b></p>  <p>Poetry</p> <p>Myths/legends</p>	<p><b>To discuss/persuade:</b></p>  <p>Balanced arguments</p> <p>Persuasive leaflets</p>	<p><b>To entertain/inform:</b></p>  <p>Adventure/mystery story.</p> <p>Newspaper reports</p>
<p><b>Text level features</b></p>	<p>Create settings, character</p>	<p>Create settings, character and plot. Organise paragraphs around a theme.</p>	<p>Organisational devices: heading and sub-headings.</p>	<p>Discussing writing which is similar to that which they are planning to write</p> <p>Create settings, character and plot. Organise paragraphs around a theme.</p>	<p>Rehearse sentences orally including dialogue Discuss and record ideas.</p> <p>Organisational devices: heading and sub-headings.</p>	<p>Discussing writing which is similar to that which they are planning to write.</p> <p>Create settings, character, and plot. Organise paragraphs around a theme.</p>
<p><b>Punctuation and grammar components to teach.</b></p>	<p>Expanded noun phrases.</p> <p>Commas for a list.</p> <p>Fronted adverbials</p>	<p>inverted commas.</p> <p>Organising paragraphs around a theme.</p> <p>Read aloud using appropriate tone, intonation, and volume (poetry).</p> <p>Similes.</p>	<p>Apostrophes for singular possession.</p> <p>Use conjunctions (when, before, after, so because)</p> <p>Use adverbs (then, next, soon, therefore)</p> <p>Correct use of 'a' and 'an'.</p>	<p>Read aloud using appropriate tone, intonation, and volume (poetry).</p> <p>Similes</p> <p>Use pronouns and nouns appropriately to avoid repetition and aid cohesion.</p> <p>Inverted commas.</p>	<p>Use conjunctions (when, before, after, so because)</p> <p>Apostrophes for singular possession.</p> <p>Persuasive language techniques – rhetorical questions &amp; exaggeration (hyperbole).</p>	<p>Consolidation of Y3 objectives with introduction of Y4 objective/s.</p> <p>Relative clauses.</p> <p>Dashes/brackets/commas for parenthesis.</p>

Writing in Year 4 begins with consolidation of Key objectives from previous year groups, to ensure these are embedded prior to learning, applying and then consolidating Year 4 writing objectives. Children in Year 4 spend their time consolidating their understanding of the 4 main purposes of writing after being introduced to writing to discuss and persuade in Year 3. Where punctuation and grammar components are introduced in the outline above, teachers may also choose to adapt the teaching of these and choose to embed some misconceptions that have arisen as part of day-to-day teaching.

Writing in Year 3 begins with consolidation of Key objectives from Year 2, to ensure these are embedded prior to learning, applying and then consolidating Year 3 writing objectives. Children in Year 3 spend their time consolidating their understanding of writing to entertain and inform but are also introduced to writing to discuss and persuade. Where punctuation and grammar components are introduced in the outline above, teachers may also choose to adapt the teaching of these and choose to embed some misconceptions that have arisen as part of day-to-day teaching.