

Year group	4			
Term	Autumn 1		Autumn 2	
Genre	Conquering the Monster tale (Ancient Greek Myths/Legend)	Myths and Legends	Biography	Persuasive
Text	Theseus and the Minotaur	Ancient Greek Myth: The Warring Brothers	David Attenborough Greta Thunberg	Looking after our local environment
Audience and Purpose	To entertain	To entertain	To inform	To persuade. Formal. MP/Council
Links to previous year groups and current topic	Linked to Ancient Greece topic. Builds upon conquering the monster take from previous year.	Linked to Ancient Greece topic. Builds upon previous unit. Builds on Cornish myths and legends last year.	Linked to topic- Who is going to save the planet? First time studying biographies	Linked to topic- Who is going to save the planet? Builds on persuasive writing in Year 3.
Writing Techniques	<ul style="list-style-type: none"> -Write for a range of purposes (in line with the correct pitch for Y4) -Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP) -Create setting, character and a simple plot in narrative -Use the range of punctuation taught at KS1 and Y3 correctly: capital letters, question marks exclamation marks, commas in lists, possessive apostrophe. -Use speech punctuation correctly -Use present and past tense correctly and consistently -Spell the Y3/4 statutory words correctly -Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express place, time and cause) 	<ul style="list-style-type: none"> -Write for a range of purposes (in line with the correct pitch for Y4) -Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP) -Create setting, character and a simple plot in narrative -Use the range of punctuation taught at KS1 and Y3 correctly: capital letters, question marks exclamation marks, commas in lists, possessive apostrophe. -Use speech punctuation correctly -Use present and past tense correctly and consistently -Spell the Y3/4 statutory words correctly -Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express place, time and cause) 	<ul style="list-style-type: none"> -Write for a range of purposes (in line with the correct pitch for Y4) -Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP) -Create character in narrative -Use the range of punctuation taught at KS1 and Y3 correctly: capital letters, question marks exclamation marks, commas in lists, possessive apostrophe. -Use speech punctuation correctly -Use present and past tense correctly and consistently -Spell the Y3/4 statutory words correctly -Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express place, time and cause) -Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentence 	<ul style="list-style-type: none"> -Write for a range of purposes (in line with the correct pitch for Y4) -In non-narrative, use simple devices to structure writing (e.g. headings) -Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP) -Use the range of punctuation taught at KS1 and Y3 correctly: capital letters, question marks exclamation marks, commas in lists, possessive apostrophe. -Use speech punctuation correctly -Use present and past tense correctly and consistently -Spell the Y3/4 statutory words correctly -Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express place, time and cause) -Use vocabulary and grammatical structures to communicate ideas for

-Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)

- **Humour through wordplay** to create a break in tension or face paced action.
- Sub-ordinating conjunction **'if'** to show possibility.
- **Embedded clause or phrase** to add more detail to a sentence.
- **Ellipsis** to show an interruption of action or speech.
- **Metaphors** to create a poetic effect in stories to engage the reader.
- **Personification** to bring writing to life by giving objects/animals human characteristics.
- Starting with the present participle **'-ing'** to emphasise or intensify an action.
- Starting with the past participle **'-ed'** to have two or more things happening at the same time.
- **Repeated use of questions** to create tension and suspense.
- Starting with the past participle **'-ed'** to explain why a character/subject behaves in a certain way, highlight and emphasising it.
- **Repeating words or phrases** for emphasis to stress points or ideas or to suggest urgency.
- Subordinating conjunction **'as'** to describe simultaneous actions.

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- Subordinating conjunction **'as'** to describe simultaneous actions.
- **Short sentences** to create an uncluttered statement of fact to be stark and to the point.
- **Adverbs of manner** to set the tone/mood of the sentence.
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- Subordinating conjunction **'as'** to describe simultaneous actions.
- **Short sentences** to create an uncluttered statement of fact to be stark and to the point.
- **Repeated use of questions** to add weight to an argument in order to persuade.
- **Adverbs of manner** to set the tone/mood of the sentence.
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	<p>- Short sentences to open to create immediacy/drama and engage the reader.</p> <p>- Short sentences one after another to create pace.</p> <p>- Similes to enhance and embellish description by creating an analogy.</p> <p>- A range of ways to say 'said' to convey information about a character, their mood or feeling.</p> <p>- Adverbs of manner to set the tone/mood of the sentence.</p> <p>- A varied range of time/place adverbials to move action forward and create a sequence of linked events.</p>	<p>- Short sentences one after another to create pace.</p> <p>- Similes to enhance and embellish description by creating an analogy.</p> <p>- A range of ways to say 'said' to convey information about a character, their mood or feeling.</p> <p>- Adverbs of manner to set the tone/mood of the sentence.</p> <p>- A varied range of time/place adverbials to move action forward and create a sequence of linked events.</p>		
Handwriting	<ul style="list-style-type: none"> • Consolidate all Y3 expectations • Develop wider presentational skills – using a ruler effectively to underline, cross out errors neatly with a ruler, additional spacing between lines for effect, asterisks for organisation of omitted content, italics, bold etc. 			
Spelling	See Read Write Inc. Spelling plan			