

Year group	4			
Term	Summer 1		Summer 2	
Genre	Traditional Cornish Tale	Tale of Fear	Discussion/Balanced Argument	Poetry
Text	Merrymaid of Zennor	Set in Cornish Castle	Independent: Should we go on a Year 4 residential?	
Audience and Purpose	To entertain	To entertain	To inform	
Links to previous year groups and current topic	Link to Cornish tale in Year 3.	Linked to topic- set in Cornish castle.	First time doing discussion texts.	Build on previous years' poetry work
Writing Techniques	<ul style="list-style-type: none"> -Write for a range of real and imagined purposes and audiences, with an increasing awareness of appropriate language, grammar and form (e.g. description of school event, evoke feelings through poetry) -Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP) -Create setting, character and a developed plot in narrative -Use the range of punctuation in Y3 and Y4 correctly: Possessive apostrophe singular (Ben's) Possessive apostrophe regular plural (girls') Possessive apostrophe irregular plural (children's) Commas after fronted adverbials -Use speech punctuation correctly - Use past and present tense consistently, including a wider range of verb forms (perfect and continuous – we have been, we were going) 	<ul style="list-style-type: none"> -Write for a range of real and imagined purposes and audiences, with an increasing awareness of appropriate language, grammar and form (e.g. description of school event, evoke feelings through poetry) -Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP) -Create setting, character and a developed plot in narrative -Use the range of punctuation in Y3 and Y4 correctly: Possessive apostrophe singular (Ben's) Possessive apostrophe regular plural (girls') Possessive apostrophe irregular plural (children's) Commas after fronted adverbials -Use speech punctuation correctly -Use past and present tense consistently, including a wider range of verb forms (perfect and continuous – we have been, we were going) 	<ul style="list-style-type: none"> -Write for a range of real and imagined purposes and audiences, with an increasing awareness of appropriate language, grammar and form (e.g. description of school event, evoke feelings through poetry) -Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP) -Use the range of punctuation in Y3 and Y4 correctly: Possessive apostrophe singular (Ben's) Possessive apostrophe regular plural (girls') Possessive apostrophe irregular plural (children's) Commas after fronted adverbials - Use past and present tense consistently, including a wider range of verb forms (perfect and continuous – we have been, we were going) -Spell the Y3/4 statutory words correctly -Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. 	<ul style="list-style-type: none"> -Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)

	<p>-Spell the Y3/4 statutory words correctly</p> <p>-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)</p> <p>-Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentence lengths, varying the position of clauses within a sentence)</p> <p>-Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)</p> <p>-Develop character through description, action and dialogue</p> <p>-Begin to make choices about using sentences of different lengths and types</p> <p><i>- Sub-ordinating conjunction 'if' to show possibility.</i></p> <p><i>- Embedded clause or phrase to add more detail to a sentence.</i></p> <p><i>- Ellipsis to show an interruption of action or speech.</i></p> <p><i>- Metaphors to create a poetic effect in stories to engage the reader.</i></p> <p><i>- Personification to bring writing to life by giving objects/animals human characteristics.</i></p>	<p>-Spell the Y3/4 statutory words correctly</p> <p>-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)</p> <p>-Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentence lengths, varying the position of clauses within a sentence)</p> <p>-Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)</p> <p>-Develop character through description, action and dialogue</p> <p>-Begin to make choices about using sentences of different lengths and types</p> <p><i>- Sub-ordinating conjunction 'if' to show possibility.</i></p> <p><i>- Embedded clause or phrase to add more detail to a sentence.</i></p> <p><i>- Ellipsis to show an interruption of action or speech.</i></p> <p><i>- Metaphors to create a poetic effect in stories to engage the reader.</i></p> <p><i>- Personification to bring writing to life by giving objects/animals human characteristics.</i></p>	<p>appropriate noun or pronoun to avoid repetition and adverbs to express place, time and cause)</p> <p>-Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentence lengths, varying the position of clauses within a sentence)</p> <p>-Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)</p> <p>-Develop character through description, action and dialogue</p> <p>-Begin to make choices about using sentences of different lengths and types</p> <p><i>- Sub-ordinating conjunction 'if' to show possibility.</i></p> <p><i>- Embedded clause or phrase to add more detail to a sentence.</i></p> <p><i>- Starting with the present participle '-ing' to emphasise or intensify an action.</i></p> <p><i>- Starting with the past participle '-ed' to explain why a character/subject behaves in a certain way, highlight and emphasising it.</i></p> <p><i>- Repeating words or phrases for emphasis to stress points or ideas or to suggest urgency.</i></p> <p><i>- Subordinating conjunction 'as' to describe simultaneous actions.</i></p> <p><i>- Short sentences to create an uncluttered statement of fact to be stark and to the point.</i></p>	
--	---	---	---	--

	<ul style="list-style-type: none"> - 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. - Short sentences to open to create immediacy/drama and engage the reader. - Short sentences one after another to create pace. - Similes to enhance and embellish description by creating an analogy. - A range of ways to say 'said' to convey information about a character, their mood or feeling. - Adverbs of manner to set the tone/mood of the sentence. - A varied range of time/place adverbials to move action forward and create a sequence of linked events. 	<ul style="list-style-type: none"> - 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. - Short sentences to open to create immediacy/drama and engage the reader. - Short sentences one after another to create pace. - Similes to enhance and embellish description by creating an analogy. - A range of ways to say 'said' to convey information about a character, their mood or feeling. - Adverbs of manner to set the tone/mood of the sentence. - A varied range of time/place adverbials to move action forward and create a sequence of linked events. 	<ul style="list-style-type: none"> - 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. - A varied range of time/place adverbials to move action forward and create a sequence of linked events. 	
Handwriting	Begin to practise writing in a fluent, legible, joined style <u>at speed</u>			
Spelling	See Read Write Inc. plan			