

Year group	4			
Term	Spring 1		Spring 2	
Genre	Rags to Riches tale	Non-chronological report	Character Flaw tale	Advert for a product
Text	Slave-Gladiator. Wins freedom	Romans	Comedy focus	Headphones
Audience and Purpose	To entertain	To inform	To entertain	To persuade
Links to previous year groups and current topic	First time for Rags to Riches tale	Builds on previous work on non-chronological reports	First time for Rags to Riches tale	DT link- making light up signs Builds on previous persuasion work
Writing Techniques	<ul style="list-style-type: none"> <li>-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)</li> <li>-Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP)</li> <li>-Create setting, character and a developed plot in narrative</li> <li>-Use the range of punctuation in Y3 and Y4 correctly: Possessive apostrophe singular (Ben's)</li> <li>Commas after fronted adverbials</li> <li>-Use speech punctuation correctly</li> <li>-Use present and past tense correctly and consistently</li> <li>-Spell the Y3/4 statutory words correctly</li> <li>-Use <b>a range</b> 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)</li> </ul>	<ul style="list-style-type: none"> <li>-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)</li> <li>-Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP)</li> <li>-Use the range of punctuation in Y3 and Y4 correctly: Possessive apostrophe singular (Ben's)</li> <li>Commas after fronted adverbials</li> <li>-Use present and past tense correctly and consistently</li> <li>-Spell the Y3/4 statutory words correctly</li> <li>-Use <b>a range</b> 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)</li> <li>-Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of</li> </ul>	<ul style="list-style-type: none"> <li>-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)</li> <li>-Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP)</li> <li>-Create setting, character and a developed plot in narrative</li> <li>-Use the range of punctuation in Y3 and Y4 correctly: Possessive apostrophe singular (Ben's)</li> <li>Possessive apostrophe regular plural (girls')</li> <li>Possessive apostrophe irregular plural (children's)</li> <li>Commas after fronted adverbials</li> <li>- Use past and present tense consistently, including a wider range of verb forms (perfect and continuous – we have been, we were going)</li> <li>-Spell the Y3/4 statutory words correctly</li> <li>-Use <b>a range</b> of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to</li> </ul>	<ul style="list-style-type: none"> <li>-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)</li> <li>-Use paragraphs to indicate a change of Time, Person, Topic or Place (TIPTOP)</li> <li>-Use the range of punctuation in Y3 and Y4 correctly: Possessive apostrophe singular (Ben's)</li> <li>Possessive apostrophe regular plural (girls')</li> <li>Possessive apostrophe irregular plural (children's)</li> <li>Commas after fronted adverbials</li> <li>- Use past and present tense consistently, including a wider range of verb forms (perfect and continuous – we have been, we were going)</li> <li>-Spell the Y3/4 statutory words correctly</li> <li>-Use <b>a range</b> of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to</li> </ul>

	<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><b>-Begin to</b> 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>- Starting with the present participle '-ing' to emphasise or intensify an action.</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 open to create immediacy/drama and engage the reader.</i></p>	<p>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><b>-Begin to</b> make choices about using sentences of different lengths and types</p> <p><i>- Starting with the present participle '-ing' to emphasise or intensify an action.</i></p> <p><i>- Subordinating conjunction 'as' to describe simultaneous actions.</i></p> <p><i>- Similes to enhance and embellish description by creating an analogy.</i></p> <p><i>- A varied range of time/place adverbials to create a sequence of linked events.</i></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><b>-Begin to</b> make choices about using sentences of different lengths and types</p> <p><i>- Humour through wordplay to create a break in tension or face paced action.</i></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><i>- Starting with the present participle '-ing' to emphasise or intensify an action.</i></p>	<p>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><b>-Begin to</b> 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>
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	<ul style="list-style-type: none"> <li>- <b>Similes</b> to enhance and embellish description by creating an analogy.</li> <li>- <b>Adverbs of manner</b> to set the tone/mood of the sentence.</li> <li>- A varied <b>range of time/place adverbials</b> to move action forward and create a sequence of linked events.</li> </ul>		<ul style="list-style-type: none"> <li>- <b>Starting with the past participle ‘-ed’</b> to have two or more things happening at the same time.</li> <li>- Starting with the past participle ‘-ed’ to explain why a character/subject behaves in a certain way, highlight and emphasising it.</li> <li>- <b>Repeating words or phrases</b> for emphasis to stress points or ideas or to suggest urgency.</li> <li>- Subordinating conjunction ‘<b>as</b>’ to describe simultaneous actions.</li> <li>- <b>Short sentences</b> to open to create immediacy/drama and engage the reader.</li> <li>- <b>Short sentences</b> one after another to create pace.</li> <li>- <b>Similes</b> to enhance and embellish description by creating an analogy.</li> <li>- A range of ways to say ‘<b>said</b>’ to convey information about a character, their mood or feeling.</li> <li>- <b>Adverbs of manner</b> to set the tone/mood of the sentence.</li> <li>- A varied <b>range of time/place adverbials</b> to move action forward and create a sequence of linked events.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Repeated use of questions</b> to add weight to an argument in order to persuade.</li> <li>- <b>Adverbs of manner</b> to set the tone/mood of the sentence.</li> <li>- A varied <b>range of time/place adverbials</b> to move action forward and create a sequence of linked events.</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>• Consolidate presentational skills from Y4 Autumn.</li> </ul>			
Spelling	See Read Write Inc. plan			