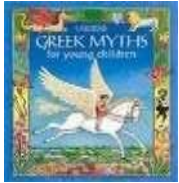
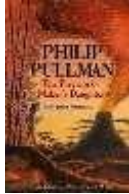
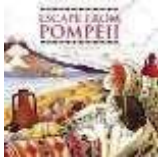
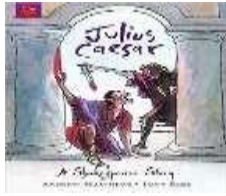
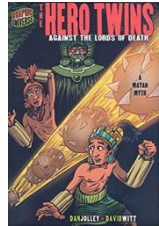



Writing progression - Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Study Unit</b> <b>Texts / Talk 4</b> <b>Writing</b>  <b>Class Author:</b> <b>Anne Fine</b>						
<b>Fiction</b>	<b>Purpose:</b> To entertain <b>Outcome:</b> To retell and then innovate a Greek myth, following structure of examples read.	<b>Purpose:</b> To entertain <b>Outcome:</b> To write a section of narrative based on the text, focussing on description and setting.	<b>Purpose:</b> To entertain <b>Outcome:</b> To write a story imitating events in 'Escape from Pompeii'.	<b>Purpose:</b> To entertain <b>Outcome:</b> To write a playscript based on a section of Julius Caesar (Tales from Shakespeare)	<b>Purpose:</b> To entertain/inform <b>Outcome:</b> To write a series of diary entries from a Mayan citizen.	<b>Purpose:</b> To entertain <b>Outcome:</b> To write an alternative ending to The Railway Children.
<b>Non-fiction</b>	<b>Purpose:</b> To inform <b>Outcome:</b> To write instructions about how to play an Olympic game from the time of the Ancient Greeks.	<b>Purpose:</b> To inform <b>Outcome:</b> To write a non-chronological report about life in modern Greece. (Including research time)	<b>Purpose:</b> To inform <b>Outcome:</b> To write a newspaper report about Vesuvius and the destruction of Pompeii.	<b>Purpose:</b> To inform <b>Outcome:</b> To write a letter home from a Roman Soldier.	<b>Purpose:</b> To inform <b>Outcome:</b> To write a Mayan fact file.	<b>Purpose:</b> To persuade <b>Outcome:</b> To write a persuasive tourist information brochure about visiting Yorkshire.
<b>Poetry</b>	Ancient Greek Poetry – Olympian Dreams (Twinkl)  <b>Aims:</b> To consider the emotion and imagery created.	'The Works'  <b>Aims:</b> To read, recite and enjoy simple riddles before writing own.	Research a famous poet: Allan Ahlberg  <b>Aims:</b> To recite and perform poetry by heart: 'Please, Mrs Butler' by Allan Ahlberg	Witches Chant (Macbeth) – William Shakespeare  <b>Aims:</b> To explore literacy devises, including alliteration, similes and metaphors.	Mayan based poetry based upon Songs of Dzitbalche – John Curl  <b>Aims:</b> To read poetry inspired by other cultures.	'From a railway carriage' by Robert Louis Stevenson 'Night mail' by W.H. Auden  <b>Aims:</b> To read and recite classic poetry
<b>National Curriculum coverage</b>  * Throughout the year, children to extend	<b>Sentence level (Grammar and punctuation focus):</b> Revise expanded noun phrases, fronted adverbials, subordinate clauses, commas in a list and conjunctions. Using conjunctions, adverbs and prepositions to express time and cause.	<b>Sentence level (Grammar and punctuation focus):</b> Use commas after fronted adverbials. Choosing nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition.	<b>Sentence level (Grammar and punctuation focus):</b> Revision of expanded noun phrases, subordinate clauses, verb tenses. Introduce terminology: determiners.	<b>Sentence level (Grammar and punctuation focus):</b> Using the present perfect form of verbs, in contrast to the past tense. Understand how verb inflections indicate tense or person.	<b>Sentence level (Grammar and punctuation focus):</b> Revise first person and pronouns/nouns to avoid repetition, apostrophes to mark possession.	<b>Sentence level (Grammar and punctuation focus):</b> Revision of key areas.  <b>Word level (including spelling):</b> Teach suffix –ous. Proofreading. Revise previously

<p>sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>*Throughout the year, children should be taught and encouraged to use a dictionary to check the spelling of a word, using the first two or three letters.</p> <p>*Provide regular opportunities throughout the year for children to practise writing from memory, simple dictated sentences that include words and punctuation taught so far.</p>	<p>Indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Use and punctuate direct speech.</p> <p><b>Word level (including spelling):</b> Recap personal spelling lists and possessive apostrophe. Further homophones as defined in NNS Autumn 1.</p>	<p><b>Word level (including spelling):</b> Prefixes in-, il-, im-ir-. Proofreading and pair testing from personal lists. Suffix rules for –ing, -er, -en, -ed.</p>	<p>Using a wide range of fronted adverbials.</p> <p>Use and punctuate direct speech.</p> <p><b>Word level (including spelling):</b> Possessive apostrophe with plurals. Dictation. Teach endings spelt –ture. Further homophones as defined in NNS Spring 1. Error analysis.</p>	<p>Organisation of play dialogue.</p> <p>Organisation of a letter.</p> <p>Use of 1<sup>st</sup> person.</p> <p><b>Word level (including spelling):</b> Proofreading. Teach prefixes anti-, inter-. Teach endings spelt –cian, -sion, -tion, -ssion.</p> <p>Revision and recap of spelling rules taught so far.</p>	<p><b>Word level (including spelling):</b> Teach ‘s’ spelt ‘sc’. Endings spelt –sion. Revise apostrophes for possession (singular and plural) Further homophones as defined in NNS Summer 1.</p>	<p>taught prefixes and suffixes as outlined in NNS Summer 2.</p>
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## Handwriting in Year 3 and 4

Pupils should be taught to:

- 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.
- increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently, so that the ascenders and descenders of letters do not touch.)