

Yr 4 Writing Yearly Overview - Cycle C

Term	Text	Genre/ Main Written Pieces	NC Objectives
Autumn 1	Voices in the Park – Anthony Browne	Narrative - First person account	<p><u>Writing- Composition</u></p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p> <p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-fiction, using simple organisational devices (headings and sub-headings)</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><u>Editing Writing</u></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>To use adverbs to express time and cause (and place)</p> <p>To use the present perfect form of verbs in contrast to the past tense</p> <p>To use the correct form of 'a' or 'an'</p>

			To use of apostrophes for contractions.
Autumn 2	Jonathan Swift's Gulliver by Martin Jenkins and Chris Riddell Can we save the Tigers? By Martin Jenkins	Narrative Information Leaflet – Persuasive text	<p><u>Writing- Composition</u></p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p> <p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-fiction, using simple organisational devices (headings and sub-headings)</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><u>Editing Writing</u></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>To use adverbs to express time and cause (and place)</p> <p>To use the present perfect form of verbs in contrast to the past tense</p> <p>To indicate possession by using the possessive apostrophe with singular nouns.</p> <p>To use of apostrophes for contractions.</p>

Handwriting and presentation –

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task

Writing – transcription – Taught using NoNonsense Spelling

Spelling - see [English appendix 1](#)

Pupils should be taught to:

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [English appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

There is a clear structure for planning writing in KS2:

- 'Cold Write'
- shared success criteria
- identify features within a model example
- scaffolded planning
- self-assessing throughout
- magpieing ideas
- 'Hot Write'
- final self-assessment / peer assessment against success criteria