

The Federation of Nettlestone & Newchurch Primary Curriculum Overview English Year 4-Writing

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p><u>Composition: Composition and Effect</u></p> <ul style="list-style-type: none"> • I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements. • I can plan my writing by discussing and recording ideas so that writing is clear in purpose. • I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar (e.g. identify and use key organisational features of a shared text in my own words). • I can write description or detail in both narrative and non-narrative that is expanded through an appropriate and precise range of vocabulary. <p><u>Composition: Sentence Structure</u></p> <ul style="list-style-type: none"> • I can show variation in sentence structure including simple, compound and complex structures. 	<p><u>Composition: Composition and Effect</u></p> <ul style="list-style-type: none"> • I can discuss writing similar to that which I am planning to write, selecting the most relevant information, key vocabulary and most suitable ideas to plan my own narrative and non-narrative writing. • I can produce writing that is clear in purpose with a viewpoint consistently maintained (for example, word choice indicates my viewpoint on a character or an issue). • I can produce writing with a range of additional detail and explanations included. • I can create settings, characters and plot in narratives (e.g. narrative writing interests the reader through the development of a coherent plot, characters and settings). <p><u>Composition: Sentence Structure</u></p> <ul style="list-style-type: none"> • I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively 	

- I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (National Curriculum English Appendix 2).

Composition: Text Structure and Organisation

- **I can organise paragraphs around a theme so that narrative and non-narratives are paragraphed and related information is clustered logically. KPI**
- I can write non-narrative material using simple organisational devices - engage the reader through appropriate headings and relevant sub-headings for each paragraph (if appropriate).
- I can write using a wider range of appropriate conjunctions, adverbs and prepositions to express time, place and cause, creating cohesion within and between sentences.

building a varied and rich vocabulary and an increasing range of sentence structures (National Curriculum English Appendix 2).

- I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although' at the beginning and within sentences.

Composition: Text Structure and Organisation

- I can produce writing where narrative and non-fiction texts include an appropriately signalled opening and ending.
- I can use adverbs and prepositions to express time and cause.

Handwriting

- I can increase the legibility, consistency and quality of my handwriting (e.g. I am able to maintain fluency of writing and has sufficient stamina for typical written tasks).
- I can 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 (e.g. correctly join letters in accordance with the school's agreed style).

Transcription

- I can place the possessive apostrophe accurately in words with regular plurals.
- I can spell further homophones.
- I can spell words that are often misspelt (National Curriculum English Appendix 1).
- I can use further prefixes and suffixes and understand how to add them (National Curriculum English Appendix 1).
- I can use the first two or three letters of a word to check its spelling in a dictionary.

Transcription

- I can apply simple spelling rules and guidance, as listed in Year 4 Hampshire Spelling Guidance for the Term.
- I can place the possessive apostrophe accurately in words with irregular plurals.

Transcription

- **I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. KPI**

- I can apply simple spelling rules and guidance, as listed in Year 4 Hampshire Spelling Guidance for the Term.

Vocabulary, Grammar and Punctuation

- **I can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition. KPI**
- **I can proof-read for spelling and punctuation errors (e.g. corrects repetitious language, verb/subject disagreement or lapses in tense).**
- I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- I can use conjunctions to express time and cause.
- **I can use direct speech and punctuate correctly. KPI**
- I can use expanded nouns.
- I can use possessive apostrophes for regular singular and plural nouns.
- I can use possessive pronouns.
- I can use prepositions.
- I can develop sufficient

Vocabulary, Grammar and Punctuation

- I can develop sufficient understanding of the concepts set out in the Hampshire Additional Guidance for Vocabulary Grammar Punctuation.
- I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict Maths teacher with curly hair).
- I can use and understand the grammatical terminology in the National Curriculum English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash).
- I recognise the grammatical difference between plural and possessive s.
- I can indicate grammatical and other features e.g. by indicating possession by using the possessive

Vocabulary, Grammar and Punctuation

- I can develop sufficient understanding of the concepts set out in the Hampshire Additional Guidance for Vocabulary Grammar Punctuation.
- I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict Maths teacher with curly hair).
- I can use and understand the grammatical terminology in the National Curriculum English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash).
- I recognise the grammatical difference between plural and possessive s.
- I can use informal and formal language.
- I can use the past perfect

understanding of the concepts set out in the Hampshire Additional Guidance for Vocabulary Grammar Punctuation.

- I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict Maths teacher with curly hair).
- I can use and understand the grammatical terminology in the National Curriculum English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash).
- I recognise the grammatical difference between plural and possessive s.

apostrophe with plural nouns.

- **I can use fronted adverbials followed by a comma. KPI**
- **I can use inverted commas where the speech is preceded by the speaker Mary yelled, "Sit down". KPI**
- I can use specific determiners.
- I can use Standard English forms for verb inflections instead of local spoken forms.
- I can use the present perfect form (I have seen the teacher) of verbs in contrast to the past tense (I saw the teacher).

continuous verb form (I had been waiting for an hour when the bus arrived).