

Toft Hill Primary School - Year 4 Writing LTP

	Autumn			Spring		Summer	
Texts	 The Wild Robot – Peter Brown	 Stars with flaming tails – Valerie Bloom	 Ice Palace – Robert Swindells	 The Boy at the Back of the Class – Onjali Rauf	 The Lost Happy Endings – Carol Ann Duffy and Jane Ray	 Arthur and the Golden Rope – Joe Todd Stanton	 Shackleton's Journey – William Grill
Writing focus	Narrative  Instructions  Information text	Poetry	Persuasive letter  Explanation text/information leaflet  Narrative	Information text  Letter  Narrative	Diary  Poetry  Non chronological report  Narrative	Persuasion  Newspaper  Write kennings  Narrative	Recount  Letter  persuasion
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> <li>• Uses <b>subordinate clauses</b> to open sentences accurately most of the time</li> <li>• Begins to use <b>fronted adverbials</b> to open sentences accurately (some evidence)</li> <li>• Uses <b>apostrophe for singular possession accurately some of the time</b></li> <li>• Begins to use apostrophes for plural possession</li> <li>• Begins to punctuate direct speech correctly, using commas after reporting clause and new speaker, new line some of the time)</li> <li>• understands the grammatical difference between plural and possessive -s</li> <li>• Uses noun phrases expanded by the addition of modifying adjectives, nouns or prepositional phrases accurately (most of the time)</li> <li>• Uses standard English when writing to ensure grammatical accuracy (very occasional mistakes may be evident)</li> </ul>			<ul style="list-style-type: none"> <li>• Uses <b>subordinate clauses</b> to open sentences accurately most of the time</li> <li>• Uses <b>fronted adverbials</b> to open sentences accurately some of the time (correctly punctuated)</li> <li>• becomes increasingly aware of prepositional phrases and experiments with their position in sentences</li> <li>• Uses <b>apostrophe for singular possession accurately some of the time</b></li> <li>• Uses apostrophes for plural possession accurately some of the time</li> <li>• punctuates direct speech correctly, using commas after reporting clause and new speaker, new line some of the time)</li> <li>• Uses Standard English when writing to ensure grammatical accuracy (<i>I seen / I saw</i>)</li> <li>• Uses vocabulary which is appropriate to task, audience and purpose</li> </ul>		<ul style="list-style-type: none"> <li>• Uses <b>subordinate clauses</b> to open sentences accurately most of the time</li> <li>• Uses <b>fronted adverbials</b> to open sentences accurately most of the time (correctly punctuated)</li> <li>• Uses <b>apostrophe for singular possession accurately some of the time</b></li> <li>• Uses apostrophes for plural possession accurately some of the time</li> <li>• punctuates direct speech correctly, using commas after reporting clause and new speaker, new line (most of the time)</li> <li>• Writes with grammatical accuracy</li> <li>• uses a varied and rich vocabulary and in an increasing range of sentence structures (simple, compound and complex) <b>Punctuates sentences correctly, using a range of punctuation, accurately most of the time</b></li> </ul>	

<p><b>Writing Composition/ Process</b></p>	<ul style="list-style-type: none"> <li>• uses appropriate choice of <b>pronoun/noun</b> within and across sentences to aid cohesion</li> <li>• <b>proof reads for spelling, grammar and punctuation errors</b> and self-corrects as the writing develops</li> </ul>	<ul style="list-style-type: none"> <li>• attempts to make simple links between paragraphs</li> <li>• plans effectively for a range of writing</li> <li>• decisions about writing are based on awareness of audience and purpose</li> <li>• <b>proposes changes to grammar and vocabulary to improve consistency</b></li> <li>• <b>reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>creates settings, characters and plot in narratives</b></li> <li>• <b>writes non-narratives using appropriate organisational devices</b></li> <li>• <b>organises paragraphs around a theme</b></li> <li>• <b>discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar</b></li> <li>• <b>assesses the effectiveness of their own and others' writing and suggests improvements</b></li> </ul>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)</li> </ul>	<ul style="list-style-type: none"> <li>• writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)</li> </ul>	<ul style="list-style-type: none"> <li>• writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)</li> </ul>
<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>• further homophones and near homophones</li> <li>• words using suffixes: <i>-ly, -ation, -ous</i></li> <li>• words with endings sounding /shun/: <i>-tion, -sion, -ssion, -cian</i></li> <li>• words ending with <i>-sure</i> and <i>-ture</i></li> </ul>	<ul style="list-style-type: none"> <li>• words with the /k/ sound spelt <i>ch</i> (Greek in origin)</li> <li>• words with the /sh/ sound spelt <i>ch</i> (mostly French in origin)</li> <li>• words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin)</li> <li>• words with the /s/ sound spelt <i>sc</i> (Latin in origin)</li> </ul>	<ul style="list-style-type: none"> <li>• possessive apostrophes with irregular plurals</li> <li>• spell words from the National Curriculum word list for Years 3 and 4</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>