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| **Year 4 Writing Curriculum – South Failsworth Primary School** |
| **Vocabulary, Grammar and Punctuation** | **Composition** | **Sentence Construction** |
| * Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.*
* Use commas to mark clauses in complex sentences.
* Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.*
* *Create sentences with fronted adverbials for where* e.g*. In the distance, a lone wolf howled.*
* Use commas after fronted adverbials.
* Identify, select and use **determiners** including:

- articles: *a/an, the*- demonstratives : *this/that; these/those*- possessives: *my/your/his/her/its/our/their*- quantifiers: *some, any, no, many, much, every** Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, “Be back here at four o’ clock.”*
* Identify, select and effectively use **pronouns.**
* Use nouns for precision, e.g. *burglar* rather than *man, bungalow* rather than *house.*
* Explore, identify, collect and use noun phrases e.g. *the crumbly cookie with tasty marshmallow pieces.*
* Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.*
* Use apostrophes for singular and plural possession e.g. *the dog’s bone and the dogs’ bones.*
 | **Planning*** Read and analyse narrative, non-fiction and poetry in order to plan their own versions.
* Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
* Discuss and record ideas for planning e.g. *story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.*

**Drafting and Writing*** Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.
* Plan and write an opening paragraph which combines setting and character/s.
* Improvise and compose dialogue, demonstrating their understanding of Standard and non- Standard English.
* Generate and select from vocabulary banks e.g*. adverbial phrases, technical language, persuasive phrases, alliteration*.
* Use different sentence structures (see VGP).
* Use paragraphs to organise writing in fiction and non-fiction texts.
* Use organisational devices in non-fiction writing, e.g. *captions, text boxes, diagram, lists.*
* Link ideas across paragraphs using fronted adverbials for when and where e.g. *Several hours later…, Back at home…*

**Evaluating and Editing*** Proofread to check for errors in spelling, grammar and punctuation.
* Discuss and propose changes to own and others’ writing with partners/small groups.
* Improve writing in light of evaluation.

**Performing*** Use appropriate intonation, tone and volume to present their writing to a range of audiences.
 | **Adverbial phrases** used as a ‘where’, ‘when’ or ‘how’ starter **(fronted adverbials)** ***A few days ago,*** *we discovered a hidden box.* ***At the back of the eye,*** *is the retina.* ***In a strange way,*** *he looked at me.* ***Prepositional phrases to place the action:*** *on the mat; behind the tree, in the air* **Sentence of 3 for description** e.g. *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.* *Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.* **Pattern of 3 for persuasion** e.g. *Visit, Swim, Enjoy!***-‘ing’ clauses as starters** e.g. *Sighing, the boy finished his homework.* *Grunting, the pig lay down to sleep.* **-‘ed’ clauses as starters** e.g. *Frightened, Tom ran straight home to avoid being caught.* *Exhausted, the Roman soldier collapsed at his post.* **Dialogue** - verb + adverb - *“Hello,” she whispered, shyly.* **Long and short sentences:** **Long sentences** to enhance description or information **Short sentences** to move events on quickly e.g. *It was midnight.* It’s great fun. **The more, the more** sentences |