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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 |