

English Curriculum Year 4 Writing Objectives 2021 - 2022

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	<p>Arthur and the golden rope.</p> <p>Journey Tale.</p> <p>Instructions - making a fort.</p>	<p>One plastic bag.</p> <p>Song of the dolphin boy.</p> <p>Explanation text.</p> <p>Defeating the monster.</p>	<p>Rose Campion and the stolen secret.</p> <p>Losing tale.</p> <p>Police report.</p>	<p>Jumbo</p> <p>Rudyard Kipling Just so stories.</p> <p>Discussion text - animal cruelty</p> <p>Warning tale</p>	<p>Greek Myths - Jason and the Argonauts.</p> <p>Meeting tale</p> <p>Information text - class book</p>	<p>Worst Holiday Ever</p> <p>Wishing tale/character flaw</p> <p>Persuasion - advert for tourism.</p>
Composition	<p>Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p>					

English Curriculum Year 4

Writing Objectives 2021 - 2022

	<p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
Grammar Punctuation	<p>develop their understanding of the concepts set out in by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4</p>

English Curriculum Year 4

Writing Objectives 2021 - 2022

	<p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading</p>
Spelling	<p>Pupils should be taught to:</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Identify their own most common spelling mistakes and spell most words from the Y3/4 list</p>

English Curriculum Year 4
Writing Objectives 2021 - 2022

Handwriting	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting,</p>
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