

Vine Core Curriculum

Termly Curriculum Overviews – Writing

Year Group - Year 4

	Autumn	Spring	Summer
Planning, Composing and Evaluating	<ul style="list-style-type: none"> • Generate ideas for their writing • <u>Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied</u> • Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary • <u>Use paragraphs to organise ideas around a theme</u> • Use exciting and interesting vocabulary appropriate to the text type • <u>Evaluate their work effectively and make improvements based on this</u> • Proof-read for spelling, grammar and punctuation errors • Change vocabulary and grammar for consistency and impact • Write a satisfying ending 	<ul style="list-style-type: none"> • Generate ideas for their writing • <u>Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied</u> • <u>Use paragraphs to organise ideas around a theme</u> • Create writing which is organised, imaginative and clear • <u>Link ideas within a paragraph or section</u> • Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary • <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u> • Write in the style of an author or poet who has been studied • Communicate feelings, emotions and opinions • Take a viewpoint in a piece of writing • <u>Evaluate their work effectively and make improvements based on this</u> • Proof-read for spelling, grammar and punctuation errors • Change vocabulary and grammar for consistency and impact 	<ul style="list-style-type: none"> • <u>Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied</u> • Make the form of writing consistently clear, relevant and organised • <u>Use paragraphs to organise ideas around a theme</u> • <u>Link ideas within a paragraph or section</u> • Experiment with layout when writing poems • <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u> • Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary • Use stanzas to structure content in poems • Engage the reader fully at points • Link ideas within a paragraph or section • Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear • Evaluate the work of others and suggest improvements • <u>Evaluate their work effectively and make improvements based on this</u> • Proof-read for spelling, grammar and punctuation errors • Change vocabulary and grammar for consistency and impact
Grammar, Punctuation and Vocabulary	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use adverbs to express frequency e.g. often and manner e.g. loudly 	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use adverbs to express frequency e.g. often and manner e.g. loudly 	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use a wider range of conjunctions to extend sentences including when, if, because, although

	<ul style="list-style-type: none"> • <u>Use fronted adverbials</u> • Identify possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's • Know what a subordinate clause is • <u>Use subordinate clauses to write complex sentences – drop in sentence</u> • Use connectives for cohesion across a text • Identify determiners • Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s) • <u>Use inverted commas and other speech punctuation appropriately</u> 	<ul style="list-style-type: none"> • Use connectives for cohesion across a text • <u>Identify and recognise adverbial phrases and clauses</u> • <u>Use fronted adverbials</u> • <u>Use commas to mark off fronted adverbials</u> • <u>Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was</u> • <u>Use subordinate clauses to write complex sentences – drop in sentence</u> • <u>Use commas for marking off subordinate clauses</u> • <u>Use inverted commas and other speech punctuation appropriately</u> 	<ul style="list-style-type: none"> • <u>Use fronted adverbials</u> • Know what a complex sentence is • Write complex sentences • <u>Understand some differences between standard and non-standard English verb forms e.g. we were instead of we was</u> • Fully understand the difference between plural and possessive s • Use apostrophes to show plural possession e.g. The boys' house • Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition) • <u>Use inverted commas and other speech punctuation appropriately</u>
Spelling	<ul style="list-style-type: none"> • Use a dictionary to check words • Use etymology to aid spelling • Spell words with the suffix -ly • Spell words with the -sure ending • Spell words with the -ture ending • Spell words with the suffix -ous • Spell words with the suffix -al • Spell words with the suffix -ary • Spell words with the suffix -ic • Spell common homophones e.g. fair/fare, break/brake • Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various • Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far 	<ul style="list-style-type: none"> • Use a dictionary to check words • <u>Use etymology to aid spelling</u> • <u>Spell words with the -tion ending</u> • <u>Spell words with the -sion ending</u> • <u>Spell words with the -ssion ending</u> • <u>Spell words with the -cian ending</u> • <u>Add suffixes to words ending in -f, -ff, -ve and -fe</u> • <u>Spell more common homophones</u> • <u>Spell plural words with possessive apostrophes e.g. girls', children's</u> • <u>Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore</u> • <u>Choose the correct spelling by using a visual strategy ('Does it look right?')</u> 	<ul style="list-style-type: none"> • Use a dictionary to check words • Investigate spelling patterns and conventions • Use etymology to aid spelling • Spell words where the k sound is spelt ch (Greek origin) e.g. chorus • Spell words where the sh sound is spelt ch (French origin) e.g. chalet • Spell -gue and -que words (French origin) e.g. tongue, antique • Spell words where the s sound is spelt sc (Latin origin) e.g. scene • Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey • Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight • Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far • Choose the correct spelling by using a visual strategy ('Does it look right?')

Handwriting and Presentation	<ul style="list-style-type: none"> • Improve the quality of handwriting by tackling any issues consistently • <u>Write consistently with neat, legible and joined handwriting</u> 	<ul style="list-style-type: none"> • Improve the quality of handwriting by tackling any issues consistently • <u>Write consistently with neat, legible and joined handwriting</u> 	<ul style="list-style-type: none"> • <u>Write consistently with neat, legible and joined handwriting</u> • Develop fluency in typing • Present on-screen texts which consistently appeal to the reader
Spoken Language	<ul style="list-style-type: none"> • Justify a view by giving reasons and evidence • Make notes when listening • Use inclusion techniques in a group e.g. questions, eye contact, people's names 	<ul style="list-style-type: none"> • Articulate clearly and project the voice • Tell a story which is clear, structured and detailed • Recognise and analyse formal/informal registers when listening • Address alternative opinions in discussion • Choose vocabulary and movement to match the place and time in a scene 	<ul style="list-style-type: none"> • Use formal/informal registers when appropriate • Ask relevant questions after listening to build understanding • Take different roles in groups e.g. leader, reporter, scribe, mentor • In a group, present their own play by learning lines, making props and creating simple sound and light effects