



Autumn Term Writing Overview

WRITING YEAR 4 OUR LADY OF THE ROSARY CATHOLIC PRIMARY

	Autumn 1		Autumn 2	
Stimulus:	Defenders: Dark Arena by Tom Palmer		Voices in the Park by Anthony Browne	
Genre:	Writing to Persuade	Writing to Inform	Writing to Persuade	Writing to Inform
Text Type:	Newspaper Report	Short Narrative	Instructions	Extended Character Descriptions
COMPOSITION – evidenced in class & books				
	Blue = A focus in this genre/text type		Purple = Expected in all	
I can identify and name key features of a text type and describe a context/scenario for using it.				
I can take notes during discussions and use them later in my writing.				
I can compose and rehearse sentences orally, making changes if they don't make sense I can, independently, compose and orally rehearse sentences incorporating new vocabulary.				
I can discuss and plan ideas about settings, character and a plot in narrative and key text features in non-narrative before formally writing. I can independently plan narrative and non-fiction (letters, diaries, non-chronological reports, instructions, reports) texts into paragraphs before I begin to write.				
I can include simple organisational devices, such as time sequencers in narrative.				
I can include simple organisational devices, such as headings, subheadings, numbers & bullet points in non-narrative.				
I am beginning to organise paragraphs around a theme, using description & explanation to expand meaning. I know how to demarcate paragraphs and do this in my writing, using time sequencers (In a flash...) in narrative writing and signposting in non-fiction (In this paragraph we will discuss...)				
I can put related information together and write an engaging opening and closing paragraph.				
I can edit my own and others' work by proofreading for spelling and punctuation errors. I can accurately assess my own and others' writing and make improvements. Proof reading & edit writing.				
I can read my own writing aloud to the whole class using expression and tone. I can read loudly & clearly so I can be heard by all, pausing & interpreting punctuation marks by intonation.				
VOCABULARY, PUNCTUATION & GRAMMAR– evidenced in class & books				
I can use a range of prepositions, adverbs, pronouns & conjunctions at the start & within sentences to avoid repetition I can choose and correctly use nouns and pronouns to avoid repetition.				
I can use commas after fronted adverbials.				
I can use similes (He was as scared as a mouse being chased by a lion) & attempt personification to describe (Fear touched his heart.).				
I can use a variety of sentence types (simple, complex & compound) I can use a range of conjunctions at the beginning & within sentences to add detail: when, if, because, although, however (punctuating with a comma before the connective when appropriate).				
I use the correct verb tense.				
I am using punctuation correctly: full stops, capital letters, exclamation marks, question marks and commas for lists.				
I can use a and an correctly. I can use 'a' or 'an' correctly.				
I can punctuate direct speech correctly knowing the proper term is inverted commas. I can use inverted commas and other punctuation to indicate direct speech.				
I can place the possessive apostrophe accurately in words. I can use apostrophes for plural possession. (The dog's kennel; the dogs' kennel)				
I can discuss my writing using grammatical terminology (adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, constant letter, vowel, vowel letter, inverted commas)				

Previous Year Group Instructions:

- Highlight **amber** if taught but further teaching input/reinforcement needed.
- Highlight **red** if not taught.



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Linking the Curriculum:

Teaching Sentence Structure Expectations in Autumn 2020:

In sentence work, consolidate Year 3 objectives and link into Year 4 by focusing on the use of **subordinating conjunctions**. The expectation for the end of Year 3 is that children can independently use 'when if, because, that, before, after' and these are correctly and effectively used throughout their writing. Year 4 teachers should make this a key objective for the Autumn term.

Year 4 teachers can link the Y3 & 4 curriculum by focusing on how to **use adverbs effectively**. Work should include looking at adverbs within sentences to add detail e.g. The letter arrived (adverb for when) late in the afternoon... The letter came (adverb for when) that morning... and then explore its position in the sentence and move it around – Late in the afternoon, the letter arrived... That morning, the letter arrived.

Teaching Punctuation Expectations in Autumn 2020:

There are 2 clear objectives to focus on during the Autumn term:

1. Consolidate understanding of how to **consistently use apostrophes for singular possession**. Later in Year 4 (when the children are ready – and this may well be Spring term) they should be moved on to understand how this changes to show plural possession.
2. **Inverted commas to punctuate speech** (a narrative unit is needed in this term to allow children to practise and embed this skill)

Teaching Text Organisation Expectations in Autumn 2020:

The skill of organising ideas into **PARAGRAPHS** is common to both Year 3 and Year 4 so this is an obvious place to start in Autumn 2020. The loss of the last term in Year 3 will mean that many children entering Year 4 will probably be developing their ideas in short sections but may not have had the time or enough opportunity to practise paragraphing.

Text structure also links for both year groups – it is recommended that the Year 4 teacher plans a **narrative unit of writing** in the Autumn term so that teaching can focus on structuring ideas with a beginning that introduces character, setting etc and sets the scene, introduces the problem and then explores the resolution to end the story (not rushing through the ending as children in this stage quite often do).

Teaching Composition and Effect in Autumn 2020:

The link between Year 3 and 4 is the development of characters in narrative. During the Autumn term, focus on **creating 'rounded' characters** by adding relevant and interesting details when describing characters in a story. Consider **precise vocabulary choices** and **avoid falling into formulaic patterns**. **How the character speaks and what they say** is also an area to target in the Autumn term.