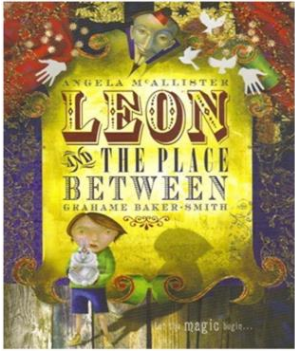




English Writing Year 4 Autumn 2



Vocabulary to explore within this unit:

NC Word List – Years 3 and 4		Developing Vocabulary	
appear	material	impatient	big top
describe	occasion	lantern	lantern
disappear	popular	fidget	braid
famous	regular	twitch	barrel organ
favourite	sentence	swish	carousel
guide	special	lurch	mechanical
heard	although	awkward	handkerchief
heart	through	applause	pantaloon trousers
imagine	various	astonishment	lute
		majestic	

I am learning to write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy

Greater Depth: To write a diary from Abdul Kazam's point of view

Diaries:

- Use small details to describe characters and evoke a response
- Use small details for time, place and mood
- Use 1st person consistently
- Write in consistent past tense
- Chronological order
- Write an opening paragraph to share thoughts and feelings and to summarise the day
- Finish with a personal comment about hopes or concerns for the future

Dear Diary,

What an incredible day we have had today! I can't wait to tell you all about it.

When I woke early this morning, I had butterflies in my stomach as I knew today was the day my father and I would try our greatest trick for the first time. He was going to send a member of the audience into The Place Between! Although I have been there many times, we have never dared send a regular person. We were going to be a sensation, world famous, the most renowned magicians of our time.

Before the start of the show, I was hidden in The Place Between. It was my job to be there waiting on my magic carpet to catch our guest. We knew whoever was selected would be frightened when they entered so I was there to keep them calm.

As I heard the buzz of the audience entering, I was grinning from ear to ear. Their cheers echoed into the box while the jugglers' skittles spun and twisted. When the barrel organ's tinkling song started up, I knew it was nearly time. I felt the box being wheeled into position and I held my breath waiting for the music to stop.

Minutes later, silence drowned the stage, the audience's applause died and I leaned my ear close to the door. This was it. I could hear my father's voice leaking into The Place Between. I could picture in my mind the tricks he was performing on the outside and hear crowd's joy. Suddenly, everything went quiet again. Then I heard him asking the question and I lurched the carpet downwards to get into position. Gently, the door above me swung open.

As the figure in green fell down, down, down, I swooped in to catch him just in time. I introduced myself and set off to show him around the place where magic sends us. He was perfect. His face was alive with wonder and excitement as cards and doves fluttered in front of him in the lanterns' light. It was amazing to have someone to share this place with. Someone who clearly loved it as much as I do. I even introduced him to Frieda.

Too soon, it was time to leave. I went first because we knew the audience would be expecting Leon but we wanted to trick them. They gasped in confusion when I appeared and one small girl at the front looked like she was going to cry.

Soon enough, my father called the boy back too. The tent erupted in cheers and clapping. I stood alongside the Great Abdul Kazam with a lump in my throat so proud that he is my father. Then I notice Leon holding my dear Frieda and my heart sank. I knew she would have a better home with him than in The Place Between but I do hope he looks after her well.

It truly was a day to remember when we achieved our biggest trick. I can't wait for the day that I can finally learn the magic.

Adir

Feature keys:

Small details to describe characters
Small details for time, place and mood

Mastery keys:

Apostrophe for plural possession
Range of sentences with more than one clause

Non Negotiables in Year 4 Writing Autumn 2

- Capital letters for **the start of every** sentence and **proper nouns**
- The correct punctuation mark at **the end of every sentence** . ? !
- **Commas** to separate items in a list
- **Apostrophes** for contracted forms e.g. **don't**
- **Apostrophe** for singular possession e.g. **the dog's tail**
- Use a wide range of **conjunctions** e.g. **when, before, after, while, so, because.**
- Correct letter formation
- All Year 1/2/3 HFW spelt correctly
- Use conjunctions to express time, place and cause
- Group related ideas into paragraphs

Grammar and Punctuation Knowledge

Use Standard English forms for verb inflections

What is a verb?

Verbs are words that can identify an action - including thinking or feeling - in a sentence. Other verbs join the subject to a description of it and are link verbs. Examples of these include the following: was/were, is/are and be.

What are inflections?

The word inflection comes from the Latin word 'inflectere' which means 'to bend'. Inflection is where letters are added to words to change its grammatical form, for example when creating plurals or writing in the past tense.

What are verb inflections?

Verbs change when they are used to show which tense is being used. These are called verb inflections. In the present tense -s or -es is added to the base verb. In the past tense -d or -ed is added. The suffix -ing can also be added to inflect the verb. Some verbs are irregular and do not inflect in the same way, usually when using the past tense, for example, find (present tense) and found (past tense).

What is Standard English?

Standard English is used in most books, articles and documents. Most written work completed in school will be in Standard English. When writing in Standard English, the correct verb inflections should be chosen (for example 'we were ...' rather than 'we was ...') and the use of a double negative should be avoided. Examples of Standard English include the following:

We were travelling on the bus. (Rather than 'We was travelling ...')

I didn't see anything. (Rather than 'I didn't see nothing.')

In Year 4, the focus is on the correct use of verb inflections, particularly for the verbs be, do and have, checking that the subjects and verbs agree.

Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although

What is a subordinating conjunction?

A subordinating conjunction introduces a subordinate clause to add information to a main clause. In Year 3, pupils are introduced to a wider range of subordinating conjunctions building on the four learnt in Year 2 (because, if, when and that).

Examples of subordinating conjunctions are:

after	although	as
because	before	even though
if	once	since
that	though	unless
until	when	whenever
whereas	wherever	while

What is a main clause?

A main clause (also known as an independent clause) is a clause that makes sense on its own as a simple sentence.

We took an umbrella.

Can I have a lift?

I loved horse riding.

Greta walked home.

I have not seen my brother!

Sam had to feed the puppy.

They waited.

Hassan is very loud.

We, because it looked like it might rain, took an umbrella.

Can I have a lift if it is raining?

If it is raining, can I have a lift?

Can I, if it is raining, have a lift?

What is a subordinate clause?

A subordinate clause is introduced by a subordinating conjunction and includes a noun or pronoun (subject) and a verb. It is not as important as the main clause and cannot be a sentence on its own.

We took an umbrella because it looked like it might rain.

Can I have a lift if it is raining?

I loved horse riding when I was young.

Greta walked home although it was dark.

I have not seen my brother since he got his new games console!

Sam had to feed the puppy before she left.

They waited until everyone had arrived.

Hassan is very loud whereas his brother is much quieter.

The subordinate clause can be placed before, after or within the main clause to create a complex (also known as multi-clause) sentence.

The writer can vary their sentence structure by deciding where to place the subordinate clause within a complex sentence. The subordinate clause is in bold in the examples below. Note where commas are used when the subordinate clause is placed before, or within, the main clause.

We took an umbrella because it looked like it might rain.

Because it looked like it might rain, we took an umbrella.

Build a varied and rich vocabulary

Vocabulary to explore within this unit:

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favourite	sentence	swish	carousel
guide	special	lurch	mechanical
heard	although	awkward	handkerchief
heart	through	applause	pantaloons
imagine	various	astonishment	trousers
		majestic	lute

Recognise the difference between plural and possessive 's'

Indicate possession by using the possessive apostrophe with plural nouns

What is an apostrophe?

Apostrophes have two completely different uses:

Apostrophes for contraction:

Showing the place of missing letters (eg I'm for I am)

Apostrophes for possession:

Marking possessives (eg Hannah's mother)

Possessive apostrophe rules

The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (ie is an irregular plural – eg children's)

Possessive apostrophe examples

Singular possessive apostrophe

Megan's book

Ravi's bag

the girl's hair

the child's toy

the man's smile

Plural possessive apostrophe

girls' school

boys' toilets

babies' clothes

children's games

men's ties

mice's tails

Letter Formation

The one armed robot family n m h and recap the ladder family i l u t y j.

