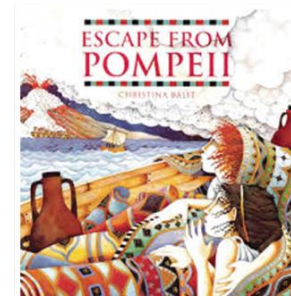




# English Writing Year 4 Spring 1

Vocabulary to explore within this unit:

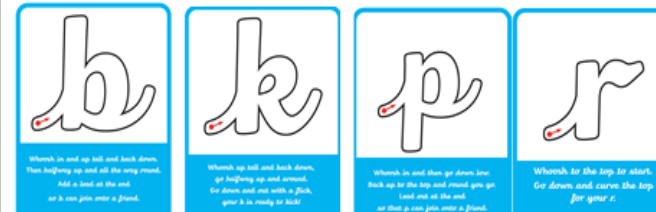
NC Word List – Years 3 and 4		Developing Vocabulary	
accident	history	haggle	Roman
believe	perhaps	protector	forum
century	probably	looming	tremor
continue	recent	quiver	pumice
earth	reign	awning	molten
eight	thought	bray	citizen
experiment	woman	bolt	eruption
extreme	women	muffle	earthquake
		barren	excavate



Additional texts:  
*Pompeii: A Roman Girl's Diary* by Sue Reid (class novel to link)

## Letter Formation

The one-armed robot family *k, b, p, r*  
Revise spelling patterns from the one armed robot family *n m h*



## Non Negotiables in Year 4 Writing Spring 1

- 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 conjunctions, adverbs and prepositions to express time, place and cause
- Correct letter formation
- All Year 1/2/3 HFW spelt correctly
- Create characters, settings and plot in narrative
- Group related ideas into paragraphs

Genre: Fiction- Historical narrative from character's point of view

I am learning to write the story from the point of view of one of the children

Greater Depth: To write from the point of view of the captain

Historical narratives:

- Write a sequence of events to follow the structure of the model story
- Write an opening paragraph and further paragraphs for each stage
- Create dialogue between characters that shows their relationship with each other
- Use 3rd or 1st person consistently
- Use tenses appropriately
- Add historical detail to describe characters, setting and events

## **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.

### **Variety of verb forms used correctly and consistently including the progressive and the present perfect forms**

#### **What is a verb form?**

A verb form is a way in which a verb is shaped or modified in order to suit the context that speaks about an action that is performed at a specific time. The five verb forms in English are root verb, third person singular present form of verb, present participle, simple past and past participle.

#### **What are tenses?**

The tense shows when the actions happen in a sentence. The verb shows whether the sentence is written in the present tense (happens now), the past tense (happened in the past) or the future tense (will happen at some point). The verb forms that show tense can be in their simple, progressive, perfect or perfect progressive forms.

#### **What is the simple tense?**

The simple present tense states things that are true now or things that happen often or regularly in the current period and is formed by adding -s to the verb or using the root form of the verb (infinitive).

The simple past tense is used to show when something happened in the past at an earlier time and is created by adding the suffix -ed to most verbs (the infinitive), although there are some verbs that are irregular (e.g. teach / taught or fly/flew).

#### **What is the progressive (continuous) tense?**

The present progressive tense is used to show something happening in that precise moment and will continue for a longer period of time. It is formed using the verbs is/are/am and the verb ending in the suffix -ing (present participle).

The past progressive tense is used to show something was not finished before something else happened or for something that

continued for some time. It is formed using the verbs was / were and the verb ending in the suffix -ing (present participle).

### **What is the perfect tense?**

The present perfect tense is used when something has happened and is still relevant now or when something began happening in the past and continues to happen now. It is formed using has / have and the past tense form of the verb (past participle).

The past perfect tense is used to show something that happened before something else or for something that started happening in the past and was still happening at a later time. It is formed using had and the past tense form of the verb (past participle).

### **What is the perfect progressive tense?**

The present perfect progressive tense is used for something that started happening in the past and is still happening now. It is formed using have / has + been and the verb ending in the suffix -ing.

The past perfect progressive tense is used when something started happening in the past and was still happening at a later time. It is formed using had + been and the verb ending in the suffix -ing.

### **Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)**

### **What is a paragraph?**

Paragraphs are groups of related sentences that belong together. Paragraphs are clearly separated from one another on a page by missing a line or indenting the first line of each paragraph. The sentences within each paragraph are usually about the same thing and the first sentence often tells the reader what the paragraph is about.

### **Why are paragraphs used?**

Paragraphs help to make writing clear for the reader by organising it into distinct sections.

In narrative writing, paragraphs can be used to show a change in action, what is being described or breaks in time.

In non-fiction writing, paragraphs can be used to organise sections around a theme. Subheadings can also be used to help organise paragraphs.

### **Use and punctuate direct speech (using dialogue to show the relationship between characters)**

### **What is direct speech?**

Direct speech in writing is where you are directly quoting someone's words, and these are marked by inverted commas eg "I'll meet you at the library tomorrow morning," Sharon said.

Indirect (or reported) speech, on the other hand, is where you are given a rough approximation of what someone said, and doesn't require quotation/speech marks, eg 'Sharon told them she'd see them in the library tomorrow.'

### **What are inverted commas KS2?**

Inverted commas go before and after direct speech, surrounding what was said. They are also commonly known as speech marks.

Direct speech examples:

*"I'm bored," he complained.*

*"What's that noise?" he asked.*

*"Your sister!" his dad replied.*

*The conductor shouted, "Sit down!"*