

National Curriculum Objectives:

<p>Writing Transcription</p> <ul style="list-style-type: none"> • Spelling (see English Appendix 1) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Writing Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Vocabulary, Punctuation and Grammar</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
<p>Spoken Language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers 	

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- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Appendix 1: Spelling See separate document.

Appendix 2: Vocabulary, Punctuation and Grammar

Word Formation of nouns using a range of prefixes [for example super-, anti-, auto-]

Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]

Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

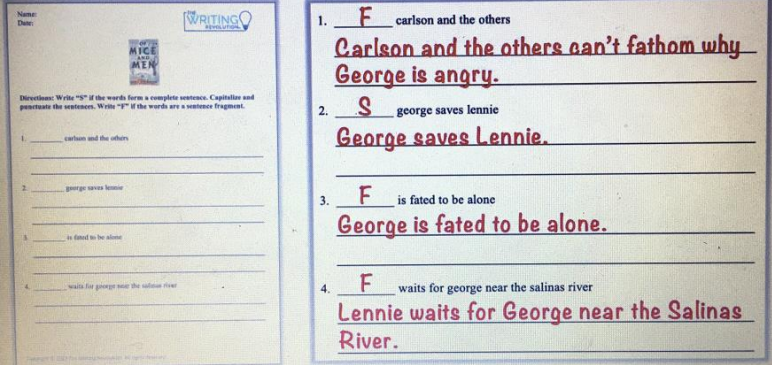
Sentence Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]

Text Introduction to paragraphs as a way to group related material

Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

Punctuation Introduction to inverted commas to punctuate direct speech

Terminology for pupils preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Week/Focus	Day	Learning Intention
<p>Week 1</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u></p> <p>I can use prepositions in varying places within a sentence.</p> <p>I can use adverbs/adverbials</p> <p>I can use a comma after a fronted adverbial most of the time</p> <p>I can use subordinate conjunctions</p> <p>I can continue to consistently and correctly use the correct tense</p> <p>I can use inverted commas to punctuate direct speech</p> <p>I can use the perfect form (had + past tense), progressive form and simple past tense.</p>	<p>Hold a sentence (for each day of week)</p>	<p>After the show, I had to gather the <u>strength</u> to ride home on my <u>bicycle</u>.</p>
	<p>1</p>	<p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> Share relevant section of the story, teacher to provide brief story map showing relevant section of story. Use story map/visual prompts to learn and orally retell relevant section of story. Discuss writer choices.</p>
	<p>2</p>	<p>To know how to orally rehearse writing</p> <p><u>Oral Rehearsal:</u> With the guidance of a pre-prepared story map, re-write relevant section of story/WAGOLL. Discuss writer choices.</p> <p>TWR strategy: Following the re-writing of the orally rehearsed text, the teacher will model and the children will practise converting fragments to sentences (based on the orally rehearsed text/the slow writing lesson that will follow). Discuss what a sentence is/what is needed to make a sentence (subject-verb/subject-verb-object).</p> <p>A fragment is a group of words that is not a grammatically complete sentence. Usually a fragment lacks a subject, verb, or both, or is a dependent clause that is not attached to an independent clause.</p> <p>Ideas:</p>  <p>1. <u>F</u> carlson and the others <u>Carlson and the others can't fathom why George is angry.</u></p> <p>2. <u>S</u> george saves lennie <u>George saves Lennie.</u></p> <p>3. <u>F</u> is fated to be alone <u>George is fated to be alone.</u></p> <p>4. <u>F</u> waits for george near the salinas river <u>Lennie waits for George near the Salinas River.</u></p>

		<p>1. alia's house <u>Alia's house was filled with books from the library.</u></p> <p>2. were more valuable than gold <u>The books in the library were more valuable than gold.</u></p> <p>3. saved more than 30,000 books from destruction <u>Alia and her friends saved more than 30,000 books from destruction.</u></p>
3		<p>To know how to write effective sentences for a narrative using adverbials of time and place at different places in simple sentences (slow writing a cohesive paragraph- paragraph 1)</p> <p><u>Title: Teacher to form title that relates to that part of the story-</u> Oral rehearsal of and writing sentences that use adverbials of time, place</p> <p>***Recap prepositions and determiners- children will understand that adverbials of time and place can also be prepositional phrases (use prepositions 'remember page'):</p> <p style="text-align: center;"><u>Prepositions</u></p> <p>Prepositions tell us <u>where</u> or <u>when</u> something is in relation to something else.</p> <p><u>Where?</u></p> <p style="text-align: center;">preposition Birds flew <u>above the trees.</u> prepositional phrase</p> <p style="text-align: center;">preposition <u>Above the trees,</u> birds flew. prepositional phrase</p> <p><u>When?</u></p> <p style="text-align: center;">preposition They went for a walk <u>before dinner.</u> prepositional phrase</p> <p style="text-align: center;">preposition <u>Before dinner,</u> they went for a walk. prepositional phrase</p>

4

To know how to write effective sentences for a narrative using the simple past, past perfect and past progressive tenses

Title: Teacher to form title that relates to that part of the story-
 Oral rehearsal of and writing sentences that use the simple past and past perfect tenses.

The past perfect tense says that an action was completed at a time before another action happened in the past.

**recap subordinating conjunctions

Past Perfect:

e.g. They **had checked** the weather before they **went** to the park.

past perfect

simple past

e.g.

Subject **Verb**

I	had not	talked	to my brother.
You	had not	talked	to my brother.
He	had not	talked	to my brother.
Tom	had not	talked	to my brother.
The boy	had not	talked	to my brother.
She	had not	talked	to my brother.
Anna	had not	talked	to my brother.
The girl	had not	talked	to my brother.
We	had not	talked	to my brother.
You	had not	talked	to my brother.
They	had not	talked	to my brother.

Past Progressive

PAST PROGRESSIVE TENSE

Sentence Structure

Subject + was/were + verb + ING



I was playing badminton this time yesterday.



She was cycling at 9am yesterday.

S + was/were + V-ing

She was cooking all morning.

+ Subject + Was/Were + Verb (ing)

I was going to school




The past progressive tense shows that the verb/activity was ongoing for a period of time in the past.





ENGLISH VERB TENSE	Simple	Progressive
PRESENT	I eat.	I am eating.
PAST	I ate.	I was eating.

Past Progressive

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		<table border="1"><thead><tr><th>subject</th><th>was/were</th><th>verb + ing</th></tr></thead><tbody><tr><td>I He She It</td><td>was</td><td>singing playing reading going writing</td></tr><tr><td> You We They</td><td>were</td><td></td></tr></tbody></table>	subject	was/were	verb + ing	I He She It	was	singing playing reading going writing	 You We They	were		
subject	was/were	verb + ing										
I He She It	was	singing playing reading going writing										
 You We They	were											
	Spelling and Handwriting	<p>***Recap subordinating conjunctions: e.g., He was cooking dinner when we arrived home. It was raining heavily when they went for a walk.</p>										

Week 2	Hold a sentence (for each day of week)	As part of my <u>regular</u> appointment, the doctor listened to my <u>heart</u> and measured my <u>height</u> .
<p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can use prepositions in varying places within a sentence.</p> <p>I can use adverbs/adverbials</p> <p>I can use a comma after a fronted adverbial most of the time</p> <p>I can use subordinate conjunctions</p> <p>I can continue to consistently and correctly use the correct tense</p> <p>I can use inverted commas to punctuate direct speech</p> <p>I can continue to consistently and correctly use the correct tense.</p> <p>Apostrophes for contraction.</p> <p>Apostrophes for singular possession</p>	1	<p>To know how to write effective sentences for a narrative using apostrophes for contraction and possession (slow writing a cohesive paragraph- paragraph 3)</p> <p>Oral rehearsal of and writing sentences that use apostrophes for contraction and possession (recapping the punctuation of direct speech, with a reporting clause <u>both</u> at the start and at the end of the speech).</p> <p>1) Give children sentences that include speech to punctuate, including words with missing apostrophes for contraction and possession. Children will copy the sentences, punctuating them correctly.</p> <p><i>e.g. Sophies brother didnt believe her. I couldnt do it Jess said</i></p> <p><i>Children will be able to copy sentences like the one above with the correct punctuation (" ' , " .)</i></p> <p>2) If the children are confident with copying sentences, adding the correct punctuation, the children will progress to writing their own sentences, focusing on the correct use of apostrophes for possession and apostrophes for contraction within speech.</p> <p><i>***This lesson may also include role play to gather speech.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  <p>Thought Tracking With this strategy, you can consider characters at various points of your text and then pause to voice or explore their thoughts. You could consider: <i>What are they thinking at this point of the story? What would they be thinking after this event?</i> and so on. An interactive way to do this is to have a child freeze frame a character's reaction to part of the story and then have other children take turns to stand behind the child and voice their thoughts. They keep going until they exhaust all ideas.</p> <p>You could also try Passing Thoughts where children pass by a character and speak their thoughts about the character.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  <p>Back-to-back mobile phone In pairs, the children sit back-to-back and enact a scenario where they are on the phone to each other. They can be talking about and discussing what they have seen or what the character has experienced or gossiping about the character and what they have been doing.</p> </div> <p>3) Extension: Can children punctuate direct speech with a reporting clause between two reported clauses?</p> <p><i>E.g. 'It was a difficult test,' he sighed. 'I hope that I got most of the questions right'.</i></p>

		<p>***Use 'remember page' for apostrophes for contraction:</p> <p><u>Apostrophes for Contraction</u></p> <p><small>We can join or shorten words by contracting them.</small></p> <p><small>When we contract words, we replace the missing letters with an apostrophe.</small></p> <p>cannot = can't</p> <p>do not = don't</p> <p>I will = I'll</p> <p>they are = they're</p> <p>The exceptions to this are:</p> <ul style="list-style-type: none"> • will not = won't • shall not = shan't
	2	<p>To know how to write effective sentences for a narrative, using comparatives and superlatives (slow writing a cohesive paragraph- paragraph 4)</p> <p><u>Title: Teacher to form title that relates to that part of the story-</u></p> <p>Oral rehearsal of and writing sentences that use comparatives superlatives correctly</p>
	3	<p>To know how to write for a specific purpose (collation write)</p> <p><u>Title of Story:</u> Write narrative using sentences for each paragraph that have been gathered over preceding lessons.</p>
	4	<p>To know how to apply my writing skills</p> <p><u>Independent Write:</u> Children will write another narrative (e.g. from a different point of view) applying the skills that they have practised during this writing unit (10mins to plan, then complete independent write)</p>
	Spelling and Handwriting	

<p>Week 3</p> <p>Focus: Fiction (narrative)</p> <p><u>Assessment focus targets:</u> I can use prepositions in varying places within a sentence. I can use adverbs/adverbials I can use a comma after a fronted adverbial most of the time I can use subordinate conjunctions I can continue to consistently and correctly use the correct tense I can use inverted commas to punctuate direct speech</p>	<p>Hold a sentence (for each day of week)</p>	<p>Jessica's <u>history</u> project included <u>various important</u> and <u>peculiar</u> facts that were of great <u>interest</u> to the class.</p>
	1	<p>To know how to edit and publish my writing (15mins SPaG focus, 15mins polishing focus, 30mins to publish)</p>
	2	<p>Responsive lesson- children will write sentences that could be used to extend the piece of writing that they have just published. These sentences will be focused on an outcome that has been identified requiring further attention in your class.</p>
	3	<p>To know how to plan my writing</p> <p><u>Planning:</u> Children will plan another narrative linked to the same theme/ learning, applying the skills that they have practised during this writing unit</p>
	4	<p>To know how to orally rehearse my writing</p> <p><u>Oral Rehearsal:</u> Children will orally rehearse key parts for their story, focusing on practising specific writing techniques/sentence structures. E.g., children will practise a sentence that they will write that uses a subordinate clause to open a sentence, saying/signing the necessary punctuation.</p>
		<p>Spelling and Handwriting</p>

<p>Week 4</p> <p>Focus: Fiction (narrative)/ Non-fiction writing linked to wider curriculum topic/assessment task</p> <p><u>Assessment focus targets:</u> I can use prepositions in varying places within a sentence. I can use adverbs/ adverbials I can use a comma after a fronted adverbial most of the time I can use subordinate conjunctions I can continue to consistently and correctly use the correct tense I can use inverted commas to punctuate direct speech</p>	<p>Hold a sentence (for each day of week)</p>	<p>Although he was sometimes <u>naughty</u>, Sam enjoyed making corrections to his <u>grammar</u> and was very good at setting up a science <u>experiment</u>.</p>
	1	<p>To know how to apply my writing skills</p> <p><u>Second Independent Write:</u> Children will write another narrative linked to the same theme/ learning, applying the skills that they have practised during this writing unit</p>
	2	To know how to read my writing aloud using appropriate intonation and controlling the tone and volume.
	3	<p>Non-fiction writing linked to wider curriculum topic/assessment task</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>C.S. _____.</p>
	4	
		Spelling and Handwriting

<p><u>Week 5 and 6</u></p> <p>Focus: Non-fiction writing linked to wider curriculum topic/assessment task</p>	<p>Hold a sentence (for each day of week)</p>	<p>As there is a <u>special</u> path close that lead's <u>straight</u> to school, Sam doesn't have to leave his house <u>early</u>.</p> <p>On this occasion, she couldn't decide whether to carry the <u>weight</u> of the backpack whilst riding her <u>bicycle</u>.</p>
	1	<p>Non-fiction writing linked to wider curriculum topic/assessment task</p> <p>***Identify and use topic sentences to introduce the topic of a paragraph.</p> <p>***Identify and write supporting detail in the paragraph that elaborates on the topic sentence.</p> <p>T.S. _____.</p> <p>1. _____.</p> <p>2. _____.</p> <p>3. _____.</p> <p>4. _____.</p> <p>C.S. _____.</p> <p>***Throughout non-fiction unit, recap use of subordinating and coordinating conjunctions.</p>
	2	
	3	
	4	
<p>Spelling and Handwriting</p>		