

# Manland Primary School Writing Curriculum Intent



Year 4 Spring Term					
Genre	Folk Tale	Narrative: setting and character description	‘Take One Book’	Non-chronological report	Narrative Poetry
<b>Approximate teaching time:</b>	3 weeks	2 weeks	1 week	3 weeks	2 weeks
<b>Final written outcome:</b>	Children will rewrite a traditional tale from a different point of view.	Children will create a narrative describing a magical place and the characters they meet there.	One (or more) written outcome(s) linked with fiction/non-fiction modules already covered within this term.	Children will develop written presentational skills to write a non-chronological report about the Amazon river	Children will create, learn and perform their own narrative poems.
<b>Composition:</b>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>• retrieve information from different aspects or sections of a text</li> <li>• make precise selections when retrieving information</li> <li>• read age-appropriate texts fluently, phrasing appropriately when reading aloud</li> <li>• include descriptive detail to make writing more vivid</li> <li>• summarise main ideas drawn from more than one paragraph</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>• evaluate texts for their appeal on the intended audience</li> <li>• note examples of descriptive language and explain the mood or atmosphere they create</li> <li>• identify the way descriptive language and small details are used to build an impression of an unfamiliar place</li> <li>• evaluate the effectiveness of own and others’ writing</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Consolidate &amp; extend learning over the term, with a focus on areas of the writing intent which would benefit from revisiting.</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>• read books that are structured in different ways and read for a range of purposes</li> <li>• discuss writing similar to that which they are planning to write</li> <li>• identify and discuss unknown technical or subject specific vocabulary</li> <li>• retrieve and record</li> </ul>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>• read with comprehension, explaining understanding of poems with reference to the text</li> <li>• note examples of descriptive language and explain the mood or atmosphere they create</li> <li>• participates, speaking audibly</li> </ul>



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	<ul style="list-style-type: none"> <li>draw inferences by empathising with characters</li> <li>include setting description by varying sentence length</li> <li>use single clause sentences and multi-clause sentences (using coordinating conjunctions), and multi-clause sentences (using subordinating conjunctions) broadly accurately</li> <li>use fronted adverbials <i>e.g. Later that day, I heard the bad news</i></li> <li>use commas after fronted adverbials</li> <li>select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>proof read for spelling and punctuation errors</li> <li>use paragraphs to show changes in a story</li> </ul>	<p>and suggests improvements</p> <ul style="list-style-type: none"> <li>include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language including both simile and metaphor</li> <li>perform stories and poems, identifying appropriate expression, tone, volume and use of voices</li> <li>explain or gives reasons for their views or choices</li> <li>consider shades of meaning when discussing synonyms</li> <li>build a varied and rich vocabulary with greater independence</li> <li>link events using a wider range of conjunctions and adverbs</li> </ul>		<p>information by using features of the text</p> <ul style="list-style-type: none"> <li>write in an appropriate form and use appropriate features for the genre and audience</li> <li>spell words that are often misspelt</li> <li>use rich and varied vocabulary for effect on the reader</li> <li>identify main ideas drawn from more than one paragraph and summarise these</li> <li>use single clause sentences and multi-clause sentences (using coordinating conjunctions), and multi-clause sentences (using subordinating conjunctions)</li> <li>use noun phrases expanded by the addition of modifying adjectives, nouns</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the effectiveness of own and others' writing</li> </ul>
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				<p>and preposition phrases</p> <ul style="list-style-type: none"> <li>• plan writing by discussing and recording ideas</li> <li>• begin to make personal choices when planning</li> <li>• use simple organisational devices</li> <li>• begin to consider the reader when adding detail</li> <li>• proof-read for spelling, grammar and punctuation errors.</li> <li>• evaluate and edit the effectiveness of their own and others' writing and suggest improvements</li> </ul>	
<p><b>Vocabulary, grammar &amp; Punctuation:</b></p>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Identify the grammatical difference between plural and possessive</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• use single clause sentences and multi-clause sentences (using coordinating conjunctions), and multi-clause sentences (using subordinating</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Consolidate &amp; extend learning over the term, with a focus on areas of the writing intent which would benefit from revisiting.</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Identify the grammatical difference between</li> <li>• plural and possessive</li> <li>• Use standard English forms for</li> </ul>	<p><b><u>Children will be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition</li> </ul>

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	<ul style="list-style-type: none"> <li>• Make deliberate verb choices and phrases for effect</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) to convey detail</li> <li>• Use fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>• Use commas after fronted adverbials</li> <li>• Use paragraphs to organise ideas around a theme</li> <li>• Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> </ul>	<p>conjunctions) broadly accurately</p> <ul style="list-style-type: none"> <li>• use fronted adverbials and commas after fronted adverbials</li> <li>• use inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas</li> </ul>		<ul style="list-style-type: none"> <li>• verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>• Use fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>• Use commas after fronted adverbials</li> <li>• Use paragraphs to organise ideas around a theme</li> <li>• Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>• Use apostrophes to mark plural</li> </ul>	<p>phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <ul style="list-style-type: none"> <li>• Use fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>• Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>• Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> </ul> <p>Use commas after fronted adverbials</p>
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				possession [for example, the girl's name, the girls' names] <ul style="list-style-type: none"> <li>• Use rhetorical questions to keep audiences engaged</li> </ul>																
<b>Transcription, Handwriting &amp; Presentation</b>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>																			
<b>Spelling</b>	<p><b>Children will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt</li> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>The termly plan for the teaching of spelling patterns is set out in the table below:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #d9d9d9;"> <th style="width: 14.28%;">Week 1</th> <th style="width: 14.28%;">Week 2</th> <th style="width: 14.28%;">Week3</th> <th style="width: 14.28%;">Week 4</th> <th style="width: 14.28%;">Week 5</th> <th style="width: 14.28%;">Week 6</th> <th style="width: 14.28%;">Week 7</th> </tr> </thead> <tbody> <tr> <td>Homophones and near homophones.</td> <td>Homophones and near homophones. <span style="color: blue;">For example:</span></td> <td>Nouns adding in the suffix</td> <td>Nouns adding in the suffix -ation.</td> <td>Adding the prefix 'sub' (meaning 'under') and</td> <td>Plural possessive apostrophes</td> <td>Review Week  Learning activities to assess pupil's</td> </tr> </tbody> </table>						Week 1	Week 2	Week3	Week 4	Week 5	Week 6	Week 7	Homophones and near homophones.	Homophones and near homophones. <span style="color: blue;">For example:</span>	Nouns adding in the suffix	Nouns adding in the suffix -ation.	Adding the prefix 'sub' (meaning 'under') and	Plural possessive apostrophes	Review Week  Learning activities to assess pupil's
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	For example: accept/except, affect/effect	serial/cereal, check/cheque	-ation. For example, information, adoration, sensation	For example, creation, radiation, indication	adding the prefix 'super' (meaning 'above') For example, submerge, supervise	with plural words. For example, girls', boys' babies', womens'	progress against the objectives that have been covered within this half- term.
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
	Words with the /s/ sound spelt with 'sc' For example: science, crescent, discipline	Words ending in a 'soft c' spelt 'ce'. For example, centre, century, certain	Words with a 'soft c' spelt with 'ci' For example, circle, medicine, decimal	Word families based on common words, showing how words are related in form and meaning. For example, phone, phonics, microphone	Word families based on common words, showing how words are related in form and meaning. For example, solve, solution, insoluble	Statutory Spellings Challenge Words For example: length, difficult, purpose	Review Week  Learning activities to assess pupil's progress against the objectives that have been covered within this half- term.