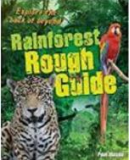
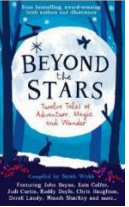
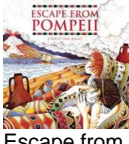
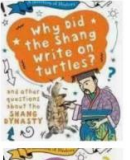

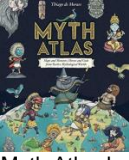
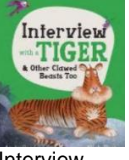
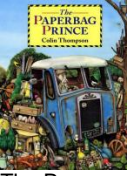
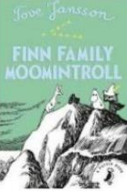
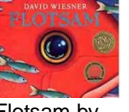




Year 4												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p>Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	 Rainforest Rough Guide by Paul Mason	 The King of The Birds by Michael Scott in Beyond the Stars: Twelve Tales of Adventure, Magic and Wonder compiled by Sarah Webb	 Escape from Pompeii by Christina Balit	  A question of History Series by Tim Cooke	 Myth Atlas by Thiago de Moraes	 Interview with a Tiger and Other Clawed Beasts Too by Andy Seed and Nick East	 The Paper bag Prince by Colin Thompson		 Finn Family Moomintroll by Tove Jansson	 Flotsam by David Wiesner	 Persuasive letter: RSPB Charity letter from the RSPB)	 Beach Comber by George Mackay Brown
Big Ideas (audience and purpose and form)	Hybrid text (diary, email and fact file) with an environmental theme.	Folk tale.	Historical narrative.	Non-chronological report organised around question and answer.	Historical myths	Writing an interview.	Environmentally themed story.		Classic children's literature.	Wordless picture book and fantasy story.	To persuade related to an issue.	Poem about found objects.
Focus	Consolidating sentence structure. Varying formality to suit audience and purpose.	Developing a plot and creating a setting.	Written in the first person. Developing setting and character.	Layout, organisation and cohesion	Developing plot and character. Typical themes of myths.	Conveying character and securing their understanding of the range of uses of prepositional phrases.	Developing setting.		Characterisation and maintaining character.	Setting.	Persuasive devices.	Poetic devices.

<p>Purposeful Writing Outcomes</p>	<p>To create a class rough guide for a different endangered habitat.</p>	<p>To create their own King of the story.</p>	<p>To retell the story from a different character's point of view.</p>	<p>To create a class question of history book based on history knowledge. Each child to write a double page spread.</p>	<p>To create their own myth based on a character.</p>	<p>To create their own interview with</p>	<p>To write a story set in a rundown setting.</p>		<p>To write another Moomin adventure as a chapter for the book.</p>	<p>To write part of the story including a detailed description of setting.</p>	<p>To write a persuasive letter about an issue they feel strongly about.</p>	<p>To write their own poem based on objects they find.</p>
<p>Grammar and Punctuation</p> <p>Numbers represent how many times you will cover the objective throughout the year.</p> <p>(3) (4) (6) (9) (6) (1) (4)</p>	<p>Choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition (3). Revisit the present perfect form of the verb (4). Revisiting writing multi-clause sentences using subordination and coordination (6).</p>	<p>Use the present perfect form of the verb. Revisit the use of adverbials (when/where/how) (9). Revisit the conventions of speech punctuation: speech marks, commas and capital letters and full stops and how this conveys character (6).</p>	<p>Broadening the choice of verbs to add descriptive detail. Introduce prepositional phrases adverbially to create contrasting setting. Revise apostrophes for singular possession.</p>	<p>Choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition. Use a wider range of subordinating conjunctions (while, if, when, because) Using adverbs and adverbials to link ideas including fronted adverbials and using punctuation after this</p>	<p>Distinguishing words, phrases and clauses (1). Using adverbials to link ideas.</p>	<p>Choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition. Use expanded nouns for adding detail, including prepositional phrases after the noun (4). Use prepositional phrases, adverbially to add detail.</p>	<p>Use expanded noun phrases to describe a setting. Use the present and past perfect form of the verb (revision from progressive form from year 2). Use prepositional phrases, adverbially to add detail. Fronted adverbials and using punctuation after this.</p>		<p>Use multi-clause sentences to convey lots of information The use of adverbs to create characterisation. Use dialogue to convey character and to create the plot. Revisit the conventions of speech punctuation: speech marks, commas and capital letters and full stops.</p>	<p>. Use expanded noun phrases including prepositional phrases to develop setting. Using paragraph to organise ideas around a theme. Using prepositional phrases adverbially to develop a setting. Using fronted adverbials . Use commas after fronted adverbials</p>	<p>Use expanded noun phrases emotively. Organising paragraphs around themes and linking paragraphs to develop a persuasive argument. Using adverbials and how they are used to persuade.</p>	<p>Expanded non phrases and prepositions to describe. Using listing as a poetic device. Sibilance and alliteration Ambitious vocabulary.</p>

