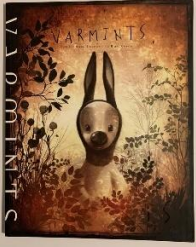
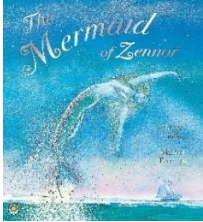
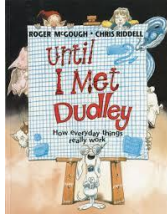
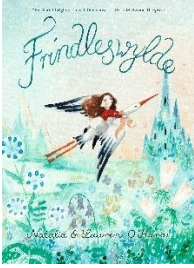
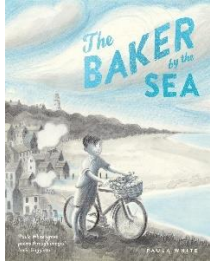
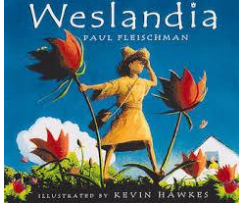
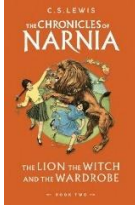
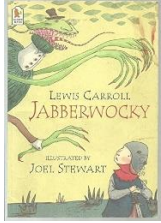


## Year 4 English Writing Overview

Autumn	Autumn	Autumn	Spring	Spring	Summer	Summer	Summer
<p>Varmints</p> 	<p>Mermaid of Zennor</p> 	<p>Until I Met Dudley</p> 	<p>Frindleswylde</p> 	<p>The Baker By the Sea</p> 	<p>Westlandia</p> 	<p>The Lion the Witch and the Wardrobe</p> 	<p>Jabberwocky</p> 
<b>Writing Outcomes</b>							
<p>Instant writes: diary entry, instructions, letter, speech, persuasive poster.</p> <p>Extended write: Explanation text</p>	<p>Instant writes: Information booklet, retelling from a different perspective, letters, tourist guides</p> <p>Extended write: Own legend version</p>	<p>Instant writes: explanatory poster, letter, informal explanation</p> <p>Extended write: Formal and Informal Explanation text</p>	<p>Instant writes: letter, voting slip, dialogue, poetry, birds-eye view description, persuasive speech</p> <p>Extended write: Narrative sequel</p>	<p>Instant writes: Job application, advertisement, setting description, letter in role</p> <p>Extended write: Tourist brochure</p>	<p>Instant writes: Retelling, character description, book review</p> <p>Extended write: Non-chronological report</p>	<p>Instant writes: Poem, eyewitness report, dialogue, writing in role</p> <p>Extended write: Own version narrative</p>	<p>Instant writes: Performance poetry, explanatory description</p> <p>Extended write: Nonsense poem</p>
<b>Cross Curricular Links</b>							
<p>Science: Life Cycle of a Flowering plant</p>		<p>Science: Sound</p>	<p>Science: Light. Forces, States of Matter</p>		<p>Science: food chains, producers, predators and prey</p>	<p>History: WWII</p>	

			Geography: climate zones, rivers and water cycle				
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### Oracy

Speech	Retelling a story	Presentation of invention	Drama: decision Alley of character's thoughts	Drama: Job fayre and local community meeting	Retelling a story	Drama: hot-seating and thought-tapping	Performance poetry
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### RWI Spelling

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Adding suffixes beginning with vowel letters to words of more than one syllable.

The /<sup>^</sup>/ sound spelt ou

Adding the prefixes mis-, auto-, inter-, il- and revising un-, in-, mis- and dis, super, sub

Adding ir- to words beginning with r

Adding the suffix -ly (*to adjectives to form adverbs*)

Words ending in *zhuh* spelt -sure

ending in *zhun* spelt -sion

Words ending in -ous

The *c* sound spelt -que and the *g* sound spelt -gue

Words with the *s* sound spelt sc

Homophones

[Year 3 and 4 word list](#)

### Grammar

Word	Noun Phrases	Adverbial Phrases	Tense	Sentence
The grammatical difference between plural and possessive -s.	Noun phrases expanded by the addition of modifying adjectives, nouns and	Fronted adverbials [e.g. Later that day, I heard the bad	Use of the simple future tense [e.g. we will learn about Vikings].	Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the

	preposition phrases [the strict maths teacher with curly hair or the person of interest].	news.] to identify place, time, manner and frequency.	Continue from Year 3, use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play].	rusty handle on the old wooden door and entered the unlit room. It was empty.] Use multi-clause sentences without a conjunction or using the progressive tense [e.g. Running down the corridor, they spotted the open window].
<b>Conjunctions</b>	<b>Punctuation</b>	<b>Speech</b>	<b>Text</b>	<b>Terminology</b>
Develop use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and to understand when these can be used as prepositions or adverbs Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however].	Apostrophes to mark plural possession [e.g. the girl's name, the girls' names] Use of commas after fronted adverbials.	Use reporting clauses including relative clauses for description and specification Use inverted commas to punctuate quotes in non-fiction writing.	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	determiner pronoun possessive pronoun adverbial.