



Barnwood C of E Primary

English Writing Curriculum Plan

Year 4

Formulaic Approach to Planning the Writing Journey

Deconstruct It! – use of WAGOLLS to establish text and language features. These can form Steps to Success (StS)

Collect It! – explore and collect rich and varied language from reading for use in own writing

Plan It! – after full immersion in language, knowledge of topic and structures of text type, plan what they want to write (this can be done as a whole class/group joint composition or a story/fact map)

Rehearse It! – giving children experience of short burst writing opportunities that feed directly in to the text type. This can be practising and crafting a newly taught skill – effect and compositional and/or grammar and punctuation. Use ‘Warm-Up the Word’ and ‘sick sentences’.

Construct!– readiness to write final piece. This should offer opportunity to write for extended and sustained lengths. It can be chunked across several days but end up as a final and complete composition. This will include precision teaching (inc. spelling / grammar and punctuation), modelling and crafting and relating back to purpose and function of text.

Edit It! – encourage children to take ownership of their own writing. Editing should first be taught and then children can self-edit or peer edit. Reference must be paid to the success criteria collected at the Deconstruct It stage.

Celebrate It! (optional)– choose key pieces that should be written up to **published** standard. This allows you to create a relevant print rich environment where children’s work is displayed. It also gives opportunity for children to practise their handwriting with an emphasis on audience and purpose.

KS1 – heavily weighted towards imitating modelled texts, fiction and non-fiction

LKS2 - heavily weighted towards innovating authorial styles and texts, fiction and non-fiction

UKS2 - weighted towards inventing own compositions based on an understanding of the audience and purpose and authorial style of fiction and non-fiction texts.



Writing to Entertain

Narrative (including imitations and innovations)
Description
Poetry
Characterisation
Setting

Planning Tools

Story map
Story mountain
Boxing up

Text Structures

Plan openings around characters, setting, time of day and type of weather

Paragraphs to organise each part of the story to indicate a change in place, a key incident or jump in time.

Develop 5-part story model with more detail and richer vocabulary

Introduction – should include detailed description of setting and/or characters.

Build up – Build in some suspense towards the problem or dilemma.

Problem / Dilemma –include details of actions and dialogue

Resolution –should link with the problem

Ending – clear ending that links back to the start, shows how the character is feeling, how character or situation has changed from beginning.



Writing to Inform

Recount (inc, Non-chronological Report)
Letter
Explanation
Newspaper
Biography

Planning Tools

Fact or Text map
Boxing up

Text Structures

Paragraphs to organise ideas around a theme. Logical organisation linking paragraphs with a range of cohesive ties and conjunctive adverbs.

Headings – titles, subheadings, by-lines, text box titles

Hooks – opening statement / question to hook reader

Introduction opening factual statement or definition

Standfirst – summary introductions – ‘5 ws’ – who?

What? Where? When? Why?

Middle section(s) – group related ideas, facts in to paragraphs, based on reading and research. Sub-headings used to structure texts and sections so they can be read in a non-linear fashion. Topic sentences used to introduce paragraphs.

Use of lists using **bullet points and numbers for chronology & order, labelled diagrams, flow diagrams, text boxes with illustrations and explanation**

Endings that offer personal response, reminders, wow comment or 5 interesting facts.



Writing to Persuade

Advertising – written and verbal
Letter
Speech
Poster

Planning Tools

Text map
Text Flow chart

Text Structures

Use of 2nd person directing comments and questions directly at the audience.

Features of a letter – address on right, date underneath and greeting

Introduction – presents the theme to be ‘argued’ using direct and emotive language. Use of a rhetorical question to hook the reader in and make them think.

Middle section(s) – Paragraphs used to organise each point in support of the persuasive argument. Each paragraph makes a different point and pupil begins to expand upon it using the ‘PEE’ approach – point, explain and elaborate. The writing presents as a one sided view point.

The ending summarises main point and offers a final hard-hitting opinion.

Sentence Construction

Beginning to distinguish between informal and standardised written forms, attempting to write with tone, style and register to suit audience and purpose.

Vary long and short sentences Long sentences to enhance description or information and short for emphasis, to move action on or make a key point. Understand impact of long and short sentences on the flow of the composition and the reader.

Secure use of embellished simple sentences;

Adverb starters to add detail e.g. **Carefully**, she stumbled her way through the cave. **Amazingly**, small insects can . .

Adverbial phrases used as a 'where', 'when; or 'how' (fronted adverbials) e.g. **A few days ago**, we discovered a hidden box. **At the back of the eye**, there is a retina.

Prepositional phrases to place the action e.g. behind the tree, in the air, on the lawn, above the rooftops

Further embed use of compound and complex sentences by using a diverse, range of conjunctions to suit the purpose:

(see conjunctions and sentence signposts document) e.g. Use Conjunctions that are **Subordinating** (that connect independent clauses), **Coordinating** (that connect dependent clauses to the rest of the sentence) and **correlative** (that joins clauses of equal importance) Start sentences with similes e.g. **As bright as a torch**, the moon illuminated the landscape.

Develop complex sentences by;

Using a Subordinating conjunctions

Introduce embedded 'ing' clauses e.g. Jane, **laughing aloud**, mocked her friend. **Grinning menacingly**, the boy stuffed the treasure in to his rucksack.

Using 'ed' clauses as starters e.g. **Frightened**, Tom hid.

Cohesive ties and Conjunctive adverbs

Use of paragraph openers to give cohesive flow and order to the composition e.g. Many people will argue that ... Furthermore, research proves that In addition, I would like to raise the point that . . .

Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!

Dialogue with verb and adverb e.g. "Is anybody there?" Sally whispered nervously.

Word / Language Structure

Prepositions:

(consolidate Year 3 list –next to, by the side of, in front of, during, through, throughout) at, underneath, since, towards, beneath, beyond

Conditionals:

Could, should, would

Develop expanded Alliteration/ play on words:

e.g. the wicked witch whizzed her wand.

Charlie's chicken is finger licking, lusciously lovely.

Continue to use similes varying where they are placed in a sentence.

Develop Emotive language

Personal and provocative language used to manipulate and/or effect the reader e.g. How heartless would you be if you . . .

This would be disastrous ...

Boastful, exaggerated language used to persuade and convince e.g. magnificent, unbelievable, remarkable

Using comparatives and superlatives for effect e.g.

good→ better→ best or small→ smaller→ smallest

Develop use of increasingly powerful

language and synonyms (look=stare,

shiver=tremble, move=slither) magpied from reading

and precise nouns i.e. a poodle rather than a dog or rose rather than a flower.

Further encourage technical tier 3 vocabulary to add detail.

Green Basilisk Lizards are omnivores, surviving on a diet of plants, fruit and insects.

Drops of rain pounded on the corrugated tin roof and banged like a drum.

Further embed use of two adjectives

(separated by a comma) to describe a

noun e.g. The **scary, old woman**. Squirrels have **long, bushy** tails.

Use of determiners a or an according to first letter of next word.

Consistent use of verb tense in writing; understanding past, present and future.

Punctuation

(Consolidate Year 1, 2 and 3)

Further embed conventions of writing speech including: new speaker = new line, punctuation before the closing speech mark and the ABA rule

Further embed use of commas after fronted adverbials e.g. Later that day, Billy heard some bad news and introduce commas to demarcate an embedded clause.

Apostrophes to mark singular and plural possession e.g. The girl's name and the boys' bags.

Terminology

Consolidate

Finger spaces, Letter/ s, Word / s, Sentence / s
Full stops, Capital letters, Question mark, Exclamation mark, Speech bubble, Bullet points
Numbered points, Singular, Plural, commas, alliteration, similes, apostrophes, speech marks, noun, verb, adverb, adjective, command / imperative verb, tenses – past, present and future, Prepositions, Direct speech, Clause, Subordinating clause, Simple and complex sentences, Determiners, Relative clause and relative pronoun, Colon, synonyms

Introduce

Pronoun
Possessive pronoun
Adverbial
Fronted adverbial
Apostrophe for plural possession