

Almond Hill Writing Curriculum Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Purpose</b>	<b>ENTERTAIN</b>	<b>INFORM</b>	<b>North Hertfordshire Writing Project</b>	<b>PERSUADE</b>	<b>INFORM</b>	<b>ENTERTAIN</b>
<b>Outcome</b>	Narrative: Fables	Non-chronological report		Brochure for the school	Explanation text	Adventure narrative
<b>Core text</b>	<i>The Koala who Could and The Pandas who Promised</i> by Rachel Bright			Model prospectus / school websites	<i>Until I Met Dudley</i> by Roger McGough and Chris Riddell	<i>Pugs of the Frozen North / Oliver and the Seawigs</i> by Phillip Reeves
<b>Supplementary texts</b>	<i>Aesop's Fables</i>	<i>Lesser Spotted Animals</i> by Martin Brown <i>Animalium</i> by Jenny Broom <i>Toxic!</i> Ico Romero Reyes		<i>Models written by teachers</i>	<i>Dorling Kindersley</i> books <i>Wild Robot</i> by Peter Brown	n/a
<b>Curriculum aims</b>	What is a sentence?  Sentence types: statement, command, question, exclamation  Coordinating conjunctions  Commas in a list  Speech punctuation – reporting clause at the end  Paragraphs to organise ideas	Sentence types  Use subheadings for non-chronological reports  Paragraphs to organise ideas  Subordination (when, if, because, although, even though)  Singular possessive apostrophe  Adverbs		Paragraphs to organise ideas  Fronted adverbials marked with a comma  Conjunctions – co-ordination and subordination  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Use prepositional phrases  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Adverbs, conjunction and prepositions to express time and cause  Pronouns and synonyms to avoid repetition	Co-ordination and subordinating conjunctions  Fronted adverbials marked with a comma  Adverbs, conjunctions and prepositions to express time and cause  Noun phrases expanded by the addition of modifying nouns  Speech punctuation – moving the reporting clause  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
<b>Writerly tools</b>	Moral at the end of a fable to share the message of the story  Show not tell to illustrate characters' feeling and thoughts and help the reader empathise	Engage the reader by using rhetorical questions  Share factual information using clear sentences and well organised content		Present the reader with factual information  Appeal to the reader's emotions using description  Hyperbole can be used to exaggerate something  Writing can sound more formal when using noun phrases with modifying adjectives, fronted adverbials, adverbs, etc	Make the writing clear through conjunctions, prepositions and adverbs, as well as careful choice of verbs, e.g: extend, retract  Information is appropriately sequenced	Writers use 'show not tell' to help the reader empathise with the character
<b>Spellings from Year 3/4 list</b>	accident/ally, believe, busy, caught, consider, decide, important, naughty, weight	actually, believe, earth, enough, extreme, island, interest, particular, peculiar, therefore, although, various, often		address, knowledge, learn, consider, favourite, library, guide, special, suppose, separate	build, circle, disappear, guide, increase, straight, question, various, mention, exercise, length, quarter, eight/eighth	appear, forward, ordinary, strange, recent, early

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Purpose</b>	<b>ENTERTAIN</b>	<b>POETRY</b>	<b>ENTERTAIN</b>	<b>ENTERTAIN</b>	<b>ENTERTAIN</b>	<b>PERSUADE</b>
<b>Outcome</b>	Character description	Motivational poem	Traditional tale with a twist	Setting description	Narrative (focused on setting and speech)	Persuasive speech
<b>Core text</b>	<i>The Lost Thing</i> by Shaun Tan	<i>Still I Rise</i> by Maya Angelou	<i>Jack and the Baked Beanstalk</i> by Colin Stimpson	<i>Journey</i> by Aaron Becker	<i>Ice Palace</i> by Robert Swindells	<i>The Boy at the Back of the Class</i> by Onjali Rauf
<b>Supplementary texts</b>	<i>The Story Machine</i> by Tom Mclaughlin  <i>The Miraculous Journey of Edward Tulane</i> Kate Di Camillo	<i>Stars with Flaming Tales</i> by Valerie Bloom	<i>Cinderella</i> – Malachy Doyle and Matt Hunt  <i>Snow White in New York</i> – Fiona French	<i>Noah Barleywater Runs Away</i> – John Boyne  <i>The day of Ahmed’s Secret</i> – Florence Parry  <i>Off to the Market</i> - Alice Oehr	n/a	<i>Talking History: 150 years of Speakers and Speeches</i> by Joan Lennon and Joan Haig
<b>Curriculum aims</b>	What is a sentence?: Command sentences and questions  Expanded noun phrases  Commas for lists  Simple present tense  Adverbs  Prepositions	Apostrophes for contraction  Expanded noun phrases  Commas in a list	Fronted adverbials marked with a comma  Paragraphs to organise ideas  Speech punctuation  Possessive apostrophe for plurals	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Conjunctions  A range of sentence structures: varying the position of clauses  Possessive apostrophe for plurals	Adverbs, conjunction and prepositions to express time and cause  Possessive pronouns  Speech punctuation starting with reporting clause (or varied position)  Fronted adverbials marked with a comma  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Range of sentences with more than one clause by using a wider range of conjunctions (subordination – vary position of the subordinating clause)  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
<b>Writerly tools</b>	Rhetorical question to engage the reader  List of things required  Use of steps to make the sequence clear	Repetition to emphasise the key message and passion  Simile to develop a picture in the audience’s mind	Repetition - some traditional tales use repeated phrases to make the story more engaging and memorable. The power of three is one way to achieve this.  Characters are consistent through careful use of speech, action and characterisation.  Third person	Writers use their senses to help the reader imagine the scene.  Personification can help the reader to better imagine something being described	Writers use speech to introduce characters and help the reader understand more about them.  Writers use senses to help the reader imagine the place.	Power of three and repetition  Rhetorical questions  Emotive language  Varied sentence length
<b>Spellings from Year 3/4 list</b>	appear, arrive, disappear, breath, different, difficult, forward, heard, height, imagine, interest, occasionally, ordinary, peculiar, probably, special, strange, surprise	answer, believe, breathe, build, certain, complete, describe, enough, heart, important, interest, knowledge, ordinary, promise, remember, special, surprise, through, reign	accident/accidentally, actual/ly, appear, arrive, busy/business, enough, regular, ordinary	believe, busy, caught, different, favourite, forwards, fruit, material, special, through, potatoes, possession/ion	arrive, believe, breath(e), consider, experience, imagine, perhaps, promise, remember	accident/ally, actual/ly, although, appear, certain, decide, different, experience, learn, popular, regular, remember, strength, therefore, sentence, grammar