

## Rosh Pinah Writing Curriculum Overview - Year 4

(adapted from the HfL overview for writing)

### *Sentence Structure and Punctuation*

- **I can use**
  - single clause sentences accurately, e.g. *He went to school on the bus.*
  - multi-clause sentences mostly accurately (using coordinating conjunctions e.g. *and, but, or*)
  - multi-clause sentences mostly accurately (using subordinating conjunctions e.g. *until, since, even though, whenever etc*)
- **I can use a range of conjunctions to extend sentences and more than one clause, e.g. *when, if, because, although, however, nevertheless, despite, contrary to, as well as***
- **I can use standard English forms for verb inflections instead of local spoken forms, e.g. *“We were not” instead of “We was” or “I did” instead of “I done”.***
- **I can use tenses accurately and consistently throughout**
- **I can choose nouns and pronouns to aid cohesion and avoid repetition**
- **I can 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’* (the preposition is ‘with’ as it combines with the noun to form a prepositional phrase)**
- **I can use commas to separate items in a list**
- **I can use apostrophes to mark where letters are missing in spelling**
- **I can use commas after fronted adverbials, e.g. *Later that day, I heard the bad news.***
- **I can use inverted commas to punctuate direct speech correctly e.g. *“Sit down!”***
- **I can use inverted commas and other punctuation to punctuate direct speech correctly i.e. a comma after the reporting clause, e.g. *The conductor shouted, “Sit down!”***
- **I can select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition**
- **I can place the possessive apostrophe accurately**
  - in words with regular plurals possession e.g. *girls’, boys’*
  - in words with irregular plurals e.g. *children’s*
- **I can proof reads for spelling and punctuation errors**

<ul style="list-style-type: none"> <li>• I can evaluate and edit writing by proposing changes to grammar and vocabulary for greater accuracy</li> </ul>
<b><i>Text Organisation</i></b>
<ul style="list-style-type: none"> <li>• I can use a new line for a new speaker when writing direct speech</li> </ul>
<ul style="list-style-type: none"> <li>• I can use paragraphs to organise ideas around a theme i.e. organise and sequence the narrative</li> </ul>
<ul style="list-style-type: none"> <li>• I can use paragraph shift to indicate a change in setting, character, time rather than simply reflecting stages in planning</li> </ul>
<ul style="list-style-type: none"> <li>• I can use simple organisational devices, e.g. headings &amp; subheadings in non-narrative material.</li> </ul>
<ul style="list-style-type: none"> <li>• I can organise or categorises information based on notes from several sources</li> </ul>
<ul style="list-style-type: none"> <li>• I can group information, often moving from general to more specific detail and examples or elaborations</li> </ul>
<ul style="list-style-type: none"> <li>• I can write riddles</li> </ul>
<b><i>Effect On Audience</i></b>
<ul style="list-style-type: none"> <li>• I can write in a range of genre/forms, taking account of different audiences and purposes <ul style="list-style-type: none"> <li>➤ play scripts</li> <li>➤ dialogue</li> <li>➤ story</li> <li>➤ formal letters</li> <li>➤ informal letters</li> <li>➤ diary entry</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• I can open sentences in a wide range of ways for interest and impact</li> </ul>
<ul style="list-style-type: none"> <li>• I can create settings, characters and plot in narratives.</li> </ul>
<ul style="list-style-type: none"> <li>• I can produce thoughtful and considered writing, using <ul style="list-style-type: none"> <li>➤ simple explanation</li> <li>➤ opinion</li> <li>➤ justification</li> <li>➤ deduction</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• I can evaluate the effectiveness of my own and others' writing and suggest improvements</li> </ul>
<ul style="list-style-type: none"> <li>• I can include descriptive detail and make writing more vivid using <ul style="list-style-type: none"> <li>➤ specific nouns</li> <li>➤ adjectives</li> <li>➤ expanded noun phrases</li> <li>➤ similes</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>➤ metaphors</li> </ul>
<ul style="list-style-type: none"> <li>• I can sequence events clearly and show how one event leads to another using appropriate conjunctions and adverbials</li> </ul>
<ul style="list-style-type: none"> <li>• I can develop mood and atmosphere using a range of           <ul style="list-style-type: none"> <li>➤ vocabulary</li> <li>➤ similes</li> <li>➤ metaphors</li> <li>➤ dialogue between characters</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• I can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.</li> </ul>
<ul style="list-style-type: none"> <li>• I can include character description designed to provoke a particular feeling in the reader, e.g. <i>sympathy or dislike</i></li> </ul>
<ul style="list-style-type: none"> <li>• I can imitate authorial techniques gathered from the reading of age-appropriate texts to move a piece of writing forward, e.g. <i>characterisation, dialogue with the audience, negotiation .....</i></li> </ul>
<ul style="list-style-type: none"> <li>• I can include details expressed in ways that engage the reader, e.g. <i>'Girls with flowing scarves danced to the...'</i></li> </ul>
<ul style="list-style-type: none"> <li>• I can organise or categorise information based on notes from several sources</li> </ul>
<ul style="list-style-type: none"> <li>• I can use techniques to get the reader on side           <ul style="list-style-type: none"> <li>➤ addresses them directly e.g. <i>'This is just what you've been waiting for'</i></li> <li>➤ adopts a friendly and informal tone</li> <li>➤ uses memorable or alliterative slogans e.g. <i>'Happy Holidays at Hazel House'</i></li> <li>➤ uses simple psychology to appeal to the reader's judgement e.g. <i>'Everyone knows that ...'</i>, <i>'Nine out of ten people agree that ...'</i>, <i>'Choosing this will make you happy and contented'</i>, <i>'You'd be foolish not to sign up'</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• I can advise assertively, in factual writing, e.g. <i>'An important thing to think about before deciding...'</i> <i>'We always need to think about...'</i></li> </ul>
<p><b><i>Transcription - Handwriting Across a Range of Texts</i></b></p>
<ul style="list-style-type: none"> <li>• I can securely use the diagonal and horizontal strokes that are needed to join letters most of the time and I understand which letters, when adjacent to one another, are best left unjoined</li> </ul>
<ul style="list-style-type: none"> <li>• I can write consistently neat and legibly by ensuring that the down strokes of letters are parallel and equidistant</li> </ul>
<ul style="list-style-type: none"> <li>• I can write consistently neat and legibly by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>
<p><b><i>Transcription – Spelling Across a Range of Texts</i></b></p>
<ul style="list-style-type: none"> <li>• I can spell most words relating to the statements from previous Y3 correctly</li> </ul>

<ul style="list-style-type: none"> <li>I can spell most words relating to the Y3/4 curriculum statements and word lists correctly, after independent proof-reading (page 65 NC English Appendix 1)           <ul style="list-style-type: none"> <li>➤ spells words with endings sounding like -sure, -ture, -sion</li> <li>➤ spells endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</li> <li>➤ spells words with the /k/ sound spelt ch (Greek in origin)</li> <li>➤ spells words with the /ʃ/ sound spelt ch (mostly French in origin)</li> <li>➤ spells words ending with the /k/ sound spelt -que (French in origin)</li> <li>➤ spells words ending with the /g/ sound spelt -gue (French in origin)</li> <li>➤ spells words with the /s/ sound spelt sc (Latin in origin)</li> <li>➤ spells words with the /ei/ sound spelt ei, eigh, or ey</li> <li>➤ spells words using further prefixes and suffixes and understand how to add them</li> <li>➤ spells homophones (see NC English Appendix 1)</li> <li>➤ spells words that are often misspelt (English Appendix 1)</li> </ul> </li> <li>I can use the first two or three letters of a word to locate it in a dictionary and check its spelling</li> <li>I can write from memory simple sentences, dictated by the teacher, including words and using punctuation taught so far</li> </ul>
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**Uses the grammatical terminology when discussing their writing:** determiner, pronoun, possessive pronoun, adverbial

Some of these aspects secure (up to 25%) = not yet B4. Refer to B1/2/3 sheet	Many of these aspects secure (25-60%, including 25-60% of bold statements) = B4	Most of these aspects secure (60-80%, including 60-80% of bold statements) = B5	Almost all of these aspects secure (80-100%, including 80-100% of bold statements) = B6	All aspects secure, now going 'deeper and broader' = B+
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