**Year 4 English Writing Overview** 

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1** | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Manfish https://pictures.abebooks.com/inventory/md/md31090803527.jpg | Leaf  https://pictures.abebooks.com/isbn/9781911171737-uk.jpg | The Whale  https://pictures.abebooks.com/isbn/9781783701711-uk.jpg | Arthur and the Golden Rope  https://pictures.abebooks.com/isbn/9781911171690-uk.jpg | The Lost Happy Endings  The Lost Happy Endings: Amazon.co.uk: Duffy, Carol Ann, Ray, Jane:  9780747581062: Books | The Journey  https://pictures.abebooks.com/isbn/9781909263994-uk.jpg |
| **Writing Outcome and Purpose**  **Fiction** | | | | | |
| Narrative: Invention  Narrative  Purpose: To narrate | Narrative: Outsider  Narrative  Purpose: To narrate | Narrative: Setting Narrative  Purpose: To narrate | Narrative: Myth Narrative    Purpose: To narrate | Narrative: Twisted  Narrative    Purpose: To narrate | Narrative: Refugee  Narrative  Purpose: To narrate |
| **Non-Fiction Curriculum Focus** | | | | | |
| **History: Highgate Cemetery**  Fact file on notable people buried in Highgate cemetery | **Geography: Rivers and Water Cycles**  Explanation of a water cycle | **Science: Living Things**  Non-chronological report | **History: Gordan Brown**  Diary entry of Gordan Brown Trip | **History: Ancient Egypt**  Instructions on how to mummify | **Geography: North America**  A persuasive letter to the president of the United States |
| **Oracy/ Current Affairs** | | | | | |
| Drama recount | News Report | Debate | Spoken letter to an authority figure | PowerPoint Presentation | Rap/Song |
| **Grammar: Word** | | | | | |
| Build on previous units & focus on:  Verb inflections (we were instead of we was) | Grammatical difference between plural and possessive -s | Verb inflections (we were instead of we was) | Grammatical difference between plural and possessive -s | Build on previous units & focus on:  Grammatical difference between  plural and possessive -s | Build on previous units & focus on:  Verb inflections (we were instead of we was) |
| **No Nonsense Spelling** | | | | | |
| Common exception words from Year 2  Prefixes and suffixes  Revise prefix ‘un’.  New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’.  Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’,  ‘-ing’, ‘-er’  Rare GPCs  The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’  The /ɪ/ sound spelt ‘y’  Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ (French in origin)  Homophones  brake/break, grate/great, eight/ate, weight/wait, son/sun  Apostrophe  Revise contractions from Year 2 | | Strategies at the point of writing.  Suffixes from Year 2 (‘-ness’ and ‘-ful’, with a  consonant before)  Prefixes and suffixes  Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’  Suffixes ‘less’ and ‘ly’  Rare GPCs  The /ʃ/ sound spelt ‘ch’ (mostly French in origin)  The /k/ sound spelt ‘ch’ (Greek in origin)  Homophones  here/hear, knot/not, meat/meet  Apostrophe  Revise contractions from Year 2 | | Strategies for spelling at the point of writing  Vowel digraphs from Years 1 and 2  Prefixes and suffixes  Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’  Previously taught suffixes  Rare GPCs  The /ɪ/ sound spelt ‘y’ other than at the end of  words (gym, myth)  The /ʌ/ sound spelt ‘ou’ (young, touch)  Homophones  heel/heal/he’ll, plain/plane, groan/grown, rain/  rein/reign  Apostrophe  Revise contractions from Year 2 | |
| **Grammar: Sentence** | | | | | |
| Build on previous year & focus on:  Fronted adverbials | Build on previous units & focus on:  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Fronted adverbials | Build on previous units & focus on:  Noun phrases expanded by the addition of modifying adjectives,  nouns and prepositions  Fronted adverbials | Build on previous units & focus on:  Noun phrases expanded by the addition of modifying adjectives,  nouns and prepositions  Fronted adverbials | Build on previous units & focus on:  Noun phrases expanded by the addition of modifying adjectives,  nouns and prepositions  Fronted adverbials | Build on previous units & focus on:  Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme |
| **Grammar: Text** | | | | | |
| Build on previous year & focus on:  Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme | Build on previous units & focus on:  Paragraphs to organise ideas around a theme | Build on previous units & focus on:  Nouns or pronouns to aid cohesion and avoid repetition  Paragraphs to organise ideas around a theme | Build on previous units & focus on:  Nouns or pronouns to aid cohesion and avoid repetition  Paragraphs to organise ideas around a theme | Build on previous units & focus on:  Paragraphs to organise ideas around a theme | Build on previous units & focus on:  Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme |
| **Grammar: Punctuation** | | | | | |
| Build on previous year & focus on:  Inverted commas and other punctuation to indicate direct speech  Use commas after fronted adverbials | Build on previous year & focus on:  Apostrophes for possession (plural nouns)  Use commas after fronted adverbials | Build on previous year & focus on:  Inverted commas and other punctuation to indicate direct speech  Use commas after fronted adverbials | Build on previous year & focus on:  Apostrophes for possession (plural nouns) | Build on previous year & focus on:  Inverted commas and other punctuation to indicate direct  speech  Apostrophes for possession (plural nouns)  Use commas after fronted adverbials | Build on previous year & focus on:  Inverted commas and other punctuation to indicate direct  speech  Apostrophes for possession (plural nouns)  Use commas after fronted adverbials |
| **Terminology for Pupils:** | Determiner, pronoun, possessive pronoun, adverbial | | | | |