



Year 4 Writing Overview

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composition (Talk for Writing)	Adventure at Sandy Cove - Narrative Is honesty the best policy - Discussion CC - Roman Factfile	Formal letter to monarchy to help Ahmet Persuasion Landmarks around the UK - Non Chron	Biography – Boudicca Diary Entry - Boudicca	The canal - Narrative Canal holidays are cool	The time slip scarab Narrative The Royal wedding (recount as newspaper article)	Model text of Mirror - English side -Narrative Rivers (information text) - change to Ganges Non Chron
Text	The Boy at the back of the classroom (class reader)	The Boy at the back of the classroom (class reader) The Big Book of the Uk	Arthur and the Golden Rope	The Rhythm of the rain Graeme Baker Smith	The Egyptian Cinderella (class reader)	Mirror
Sentence Construction	- Use standard English for verb inflections (e.g., <i>we were</i> instead of <i>we was</i>) . - Use fronted adverbials for 'where', 'when', or 'how' with commas . - Start sentences with a simile (e.g., <i>As curved as a ball, the moon...</i>) . - Vary long and short sentences: long for description, short to move events on quickly (e.g., <i>It was midnight</i>) - Secure use of compound sentences using coordinating conjunctions (<i>and, or, but, so, for, nor, yet</i>)		- Use complex sentences (subordination) with a range of conjunctions . - Use '-ed' clauses as starters (e.g., <i>Frightened, Tom ran...</i>) . - Use expanded '-ing' clauses as starters (e.g., <i>Grimacing menacingly, he...</i>) - Invert clauses: '<i>We put our umbrellas up when it rained</i>' becomes '<i>When it rained, we put up our umbrellas</i>'		Drop in '-ing' clauses (e.g., <i>Jane, laughing at the teacher, fell...</i>) . - Use sentence of 3 for action (e.g., <i>Sam rushed down, jumped on, and sank into...</i>) . - Use repetition for persuasion (e.g., <i>Find us to find the fun</i>). - Use dialogue with a verb + adverb (e.g., <i>"Hello," she whispered shyly</i>)	
Word structure / Language	- Correct use of articles 'a' or 'an' . - Use proper nouns for particular people, places, or things . - Use specific historical/scientific vocabulary related to topics - Use paragraphs to organise ideas		- Use prepositions for time, place, and cause (<i>at, underneath, since, towards, beneath, beyond</i>) . - Understand the grammatical difference between plural and possessive -s . - Use expanded noun phrases with modifying adjectives.		- Use modal verbs (<i>could, should, would</i>) . - Use comparative and superlative adjectives (e.g., <i>good, better, best</i>) . - Use appropriate nouns and pronouns to build cohesion and avoid ambiguity or repetition	



Punctuation	• Correctly demarcate all sentences . • Secure use of commas after fronted adverbials of place, time, and manner . • Use apostrophes for omission.	• Secure use of inverted commas and punctuation for direct speech . • Use a comma after the reporting clause (e.g., <i>The conductor shouted, "Sit down!"</i>) . • Use apostrophes for singular and plural possession (e.g., <i>women's rights, boys' cloakroom</i>)	• Full punctuation for direct speech: each new speaker on a new line . • Use a comma between direct speech and reporting clause (e.g., <i>"It's late," gasped Cinderella!</i>) . • Use commas to mark clauses within complex sentences.
SPaG Terminology	determiner, pronoun, possessive pronoun, adverbial, fronted adverbial Tense: simple past, present and future, present and past progressive, present perfect form		