Year group	4					
Term	Autumn 1		Autumn 2			
Genre	Conquering the Monster tale (Ancient Greek Myths/Legend)	Myths and Legends	Biography	Persuasive		
Text	Theseus and the Minotaur	Ancient Greek Myth: The Warring Brothers	David Attenborough Greta Thunberg	Looking after our local environment		
Audience and Purpose	To entertain	To entertain	To inform	To persuade. Formal. MP/Council		
Links to previous year groups and current topic	Linked to Ancient Greece topic. Builds upon conquering the monster take from previous year.	Linked to Ancient Greece topic. Builds upon previous unit. Builds on Cornish myths and legends last year.	Linked to topic- Who is going to save the planet? First time studying biographies	Linked to topic- Who is going to save the planet? Builds on persuasive writing in Year 3.		
Writing Techniques	-Write for a range of purposes (in line with the correct pitch for Y4) -Use paragraphs to indicate a change of TIme, Person, TOpic or Place (TIPTOP) -Create setting, character and a simple plot in narrative -Use the range of punctuation taught at KS1 and Y3 correctly: capital letters, question marks exclamation marks, commas in lists, possessive apostrophe. -Use speech punctuation correctly -Use present and past tense correctly and consistently -Spell the Y3/4 statutory words correctly -Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express place, time and cause)	<ul> <li>-Write for a range of purposes (in line with the correct pitch for Y4)</li> <li>-Use paragraphs to indicate a change of TIme, Person, TOpic or Place (TIPTOP)</li> <li>-Create setting, character and a simple plot in narrative</li> <li>-Use the range of punctuation taught at KS1 and Y3 correctly: capital letters, question marks exclamation marks, commas in lists, possessive apostrophe.</li> <li>-Use present and past tense correctly and consistently</li> <li>-Spell the Y3/4 statutory words correctly</li> <li>-Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express place, time and cause)</li> </ul>	<ul> <li>-Write for a range of purposes (in line with the correct pitch for Y4)</li> <li>-Use paragraphs to indicate a change of TIme, Person, TOpic or Place (TIPTOP)</li> <li>-Create character in narrative</li> <li>-Use the range of punctuation taught at KS1 and Y3 correctly: capital letters, question marks exclamation marks, commas in lists, possessive apostrophe.</li> <li>-Use speech punctuation correctly</li> <li>-Use present and past tense correctly and consistently</li> <li>-Spell the Y3/4 statutory words correctly</li> <li>-Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express place, time and cause)</li> <li>-Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentence</li> </ul>	<ul> <li>-Write for a range of purposes (in line with the correct pitch for Y4)</li> <li>-In non-narrative, use simple devices to structure writing (e.g. headings)</li> <li>-Use paragraphs to indicate a change of TIme, Person, TOpic or Place (TIPTOP)</li> <li>-Use the range of punctuation taught at KS1 and Y3 correctly: capital letters, question marks exclamation marks, commas in lists, possessive apostrophe.</li> <li>-Use present and past tense correctly and consistently</li> <li>-Spell the Y3/4 statutory words correctly</li> <li>-Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express place, time and cause)</li> <li>-Use vocabulary and grammatical structures to communicate ideas for</li> </ul>		

-Improve the effect of their	-Improve the effect of their	lengths, varying the position of	the given audience and purpose
writing by making changes when	writing by making changes when	clauses within a sentence)	(e.g. use a range of sentence
editing (e.g. re-ordering	editing (e.g. re-ordering	-Improve the effect of their writing	lengths, varying the position of
sentences and adapting	sentences and adapting	by making changes when editing	clauses within a sentence)
vocabulary)	vocabulary)	(e.g. re-ordering sentences and	-Improve the effect of their writing
		adapting vocabulary)	by making changes when editing
- Humour through wordplay to	- Sub-ordinating conjunction <b>'if'</b>		(e.g. re-ordering sentences and
create a break in tension or face	to show possibility.	- Sub-ordinating conjunction <b>'if'</b> to	adapting vocabulary)
paced action.	- Embedded clause or phrase to	show possibility.	
- Sub-ordinating conjunction <b>'if'</b>	add more detail to a sentence.	- Embedded clause or phrase to add	- Sub-ordinating conjunction <b>'if'</b> to
to show possibility.	- Ellipsis to show an interruption	more detail to a sentence.	show possibility.
- Embedded clause or phrase to	of action or speech.	- Starting with the present participle	- Embedded clause or phrase to add
add more detail to a sentence.	- Metaphors to create a poetic	<b>'-ing'</b> to emphasise or intensify an	more detail to a sentence.
- Ellipsis to show an interruption	effect in stories to engage the	action.	- Starting with the present participle
of action or speech.	reader.	- Starting with the past participle <b>'-</b>	<b>'-ing'</b> to emphasise or intensify an
- <b>Metaphors</b> to create a poetic	- Personification to bring writing	ed' to explain why a	action.
effect in stories to engage the	to life by giving objects/animals	character/subject behaves in a	- Starting with the past participle '-
reader.	human characteristics.	certain way, highlight and	<b>ed'</b> to explain why a
- Personification to bring writing	- Starting with the present	emphasising it.	character/subject behaves in a
to life by giving objects/animals	participle <b>'-ing'</b> to emphasise or	- Repeating words or phrases for	certain way, highlight and
human characteristics.	intensify an action.	emphasis to stress points or ideas or	emphasising it.
- Starting with the present	- Starting with the past participle	to suggest urgency.	- Repeating words or phrases for
participle '-ing' to emphasise or	<b>'-ed'</b> to have two or more things	- Subordinating conjunction <b>'as'</b> to	emphasis to stress points or ideas or
intensify an action.	happening at the same time.	describe simultaneous actions.	to suggest urgency.
- Starting with the past participle	- Repeated use of questions to	- Short sentences to create an	- Subordinating conjunction <b>'as'</b> to
<b>'-ed'</b> to have two or more things	create tension and suspense.	uncluttered statement of fact to be	describe simultaneous actions.
happening at the same time.	- Starting with the past participle	stark and to the point.	- Short sentences to create an
- Repeated use of questions to	<b>'-ed'</b> to explain why a	- Adverbs of manner to set the	uncluttered statement of fact to be
create tension and suspense.	character/subject behaves in a	tone/mood of the sentence.	stark and to the point.
- Starting with the past participle	certain way, highlight and	<ul> <li>A varied range of time/place</li> </ul>	<ul> <li>Repeated use of questions to add</li> </ul>
<b>'-ed'</b> to explain why a	emphasising it.	adverbials to move action forward	weight to an argument in order to
character/subject behaves in a	<ul> <li>Repeating words or phrases for</li> </ul>	and create a sequence of linked	persuade.
certain way, highlight and	emphasis to stress points or ideas	events.	- Adverbs of manner to set the
emphasising it.	or to suggest urgency.		tone/mood of the sentence.
- Repeating words or phrases for	- Subordinating conjunction <b>'as'</b>		<ul> <li>A varied range of time/place</li> </ul>
emphasis to stress points or ideas	to describe simultaneous actions.		adverbials to move action forward
or to suggest urgency.	- <b>Short sentences</b> to open to		and create a sequence of linked
- Subordinating conjunction <b>'as'</b>	create immediacy/drama and		events.
to describe simultaneous actions.	engage the reader.		

	<ul> <li>Short sentences to open to create immediacy/drama and engage the reader.</li> <li>Short sentences one after another to create pace.</li> <li>Similes to enhance and embellish description by creating an analogy.</li> <li>A range of ways to say 'said' to convey information about a character, their mood or feeling.</li> <li>Adverbs of manner to set the tone/mood of the sentence.</li> <li>A varied range of time/place adverbials to move action forward and create a sequence of linked events.</li> </ul>	<ul> <li>Short sentences one after another to create pace.</li> <li>Similes to enhance and embellish description by creating an analogy.</li> <li>A range of ways to say 'said' to convey information about a character, their mood or feeling.</li> <li>Adverbs of manner to set the tone/mood of the sentence.</li> <li>A varied range of time/place adverbials to move action forward and create a sequence of linked events.</li> </ul>			
Handwriting	<ul> <li>Consolidate all Y3 expectations</li> <li>Develop wider presentational skills – using a rule effectively to underline, cross out errors neatly with a ruke, additional spacing between lines for effect, asterisks for organisation of omitted content, italics, bold etc.</li> </ul>				
Spelling	See Read Write Inc. Spelling plan				