



Year 4

English Curriculum Document

Developing Writing

Writing Curriculum Structure

The curriculum has been planned and structured at a variety of levels in order to maximise learning by ensuring there is sufficient time dedicated to new learning and pupils are given frequent opportunity to revisit learning. The considered structure provides familiarity to pupils and allows them clearly understand the focus of each learning session.

The structure is as follows:

- A yearly structure of knowledge and skills (which is progressive each year)
- A structure for each term which breaks down the knowledge and skills to be taught each week
- A weekly teaching structure which builds learning across a week
- A lesson structure which builds learning throughout the lesson

The weekly and lessons structure shifts throughout the year in order that pupils effectively apply their skills and knowledge with increasing creativity and focus on composition. This is as a result of the careful teaching of writing and composition skills across the year which sit together with a rich knowledge of texts and ability to understand language through Guided Reading for reading.

Following the yearly overview, this curriculum document is divided into half terms. Each section contains:

- A structure for each term which breaks down the knowledge and skills to be taught each week
- A weekly teaching structure which builds learning across a week

Lesson structure for skills sessions

Lesson structure
Date and Marking Grid <ul style="list-style-type: none">• Independent transcription of date and sticking in of marking grid• Expectation that pupils add lesson subheadings
Formation <ul style="list-style-type: none">• Heading in books - <u>Formation</u>• Continued letter join rehearsal - --application in words not just individual letters
Word / sentence writing <ul style="list-style-type: none">• Heading in books – <u>Word Writing</u>• Recap of writing dictated words and sentences with known GPCS or spelling patterns• May be dictated words or may be labels to accompanying images
New Learning <ul style="list-style-type: none">• Teaching – I do The new skill or concept is introduced and explained by T with example.• Guided practice – we do Heading in books – <u>We do</u> In books pupils complete a further example guided by the teacher• Independent– you do Heading in books –<u>You do</u> In books pupils independently complete the task

Lesson structure for genre development sessions

Lesson structure
Date and Marking Grid <ul style="list-style-type: none">• Independent transcription of date and sticking in of marking grid• Expectation that pupils add lesson subheadings
Formation <ul style="list-style-type: none">• Heading in books - <u>Formation</u>• Continued rehearsal of joins –application in words not just individual letters


Skill review

- Heading in books – Skill review
- Quick review of skill taught within the unit of work– e.g punctuation application, word class identification, rehearsal of adding pre fix/ suffixes

New Learning

- Heading in books – New learning
- Genre related learning – e.g text exploration, planning, drafting etc.

Autumn 1 Structure

Autumn 1		
Genre- Description with Personification		
RWP- The Storm		
		
Week	Content	Additional notes
1	Retrieval: <ul style="list-style-type: none"> • Handwriting • Identifying nouns, adjectives and verbs 	<ul style="list-style-type: none"> • Red Lane Way focus • Teaching presentation expectations in books
2	Retrieval: <ul style="list-style-type: none"> • Revise Alan Peat sentences • Revise simile and metaphor • Commas 	Sentences/ Word Writing- Adjectives /2A sentences
3	New learning: <ul style="list-style-type: none"> • Suffix –ful and – ness • Verbs, Adverbs and adverbials 	Skill review- <ul style="list-style-type: none"> • Word focus recap – verbs, adverbs, adverbials • Recap spelling patterns
4	Genre development focus Personification: RWP <ul style="list-style-type: none"> • Text deconstruction 	Skill review- <ul style="list-style-type: none"> • Word focus recap – verbs, adverbs, adverbials • Recap spelling patterns
5	Genre development focus Personification: RWP <ul style="list-style-type: none"> • Text reconstruction 	Skill review- <ul style="list-style-type: none"> • Word focus recap – verbs, adverbs, adverbials • Recap spelling patterns
6	Genre development focus Personification: RWP <ul style="list-style-type: none"> • Edit and redraft • Perform and publish 	Skill review- <ul style="list-style-type: none"> • Word focus recap – Alan Peat sentence types/ prefixes and suffixes from Y2 • Recap spelling patterns •
7	Consolidation week	

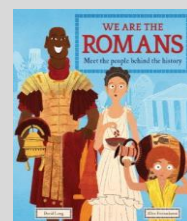
Autumn 2

**Genre- Poetry
Non-chronological report**

RWP-Hocus Pocus



We are the Romans



Week	Content	Additional notes
1	Skills Lesson: New Learning <ul style="list-style-type: none"> • Determiners • Choice of pronouns to avoid repetition • Expanded noun phrases 	<ul style="list-style-type: none"> • Focus still on handwriting
2	Skills Lesson: New Learning <ul style="list-style-type: none"> • Possessive apostrophe • Rhyming couplets 	Sentences/ Word Writing <ul style="list-style-type: none"> • Rhyming words • alliteration
3	Genre development focus Poetry- Hocus Pocus: RWP <ul style="list-style-type: none"> • Explore WAGOLL texts. • Unpick features ie how many syllables • Read comparative text and explore 	Skill Review- <ul style="list-style-type: none"> • Word focus- Adjectives, verbs and adverbs • Alan Peat sentence recap from year 3 • Noun phrases
4	Genre development focus Poetry- Hocus Pocus: RWP <ul style="list-style-type: none"> • Shared spell- using RWP • Ideas gathering 	Skill Review- <ul style="list-style-type: none"> • Personification • Word focus- Adjectives, verbs and adverbs

	<ul style="list-style-type: none"> Plan and draft own spell 	<ul style="list-style-type: none"> Recap spelling patterns
5	<p>Skills Lesson: New Learning</p> <ul style="list-style-type: none"> Paragraphs/sections- headings/ subheadings Suffixes ous Use of linking verbs to give coherence (is, are, has, have) Correct use of past tense 	<p>Skill Review-</p> <ul style="list-style-type: none"> Paragraphs/sections Word focus recap – verbs, adverbs, adverbials Choice of pronoun to avoid repetition Recap spelling patterns
6	<p>Genre development focus Non-Chronological report- We are the Romans.</p> <ul style="list-style-type: none"> Features of a non-chronological report. Read book together. Explore layout and vocabulary used. Read a comparative text- compare and contrast. 	<p>Skill Review-</p> <ul style="list-style-type: none"> Word focus recap – Alan Peat sentence types/ prefixes and suffixes from Y2 Recap spelling patterns Word focus recap – verbs, adverbs, adverbials, determiners
7	<p>Genre development focus Non-Chronological report- We are the Romans.</p> <ul style="list-style-type: none"> Plan non-chronological report Research and gather content Draft paragraphs <p>Edit and Proof Read</p>	<p>Skill Review-</p> <ul style="list-style-type: none"> Alan Peat sentence types Y2/Y3 Recap spelling patterns Word focus recap – verbs, adverbs, adverbials, determiners
8	<p>Genre development focus Non-Chronological report- We are the Romans.</p> <ul style="list-style-type: none"> Write final piece. 	<p>Skill Review-</p> <ul style="list-style-type: none"> Recap spelling patterns Word focus recap – verbs, adverbs, adverbials, determiners