



Writing – Year 4 National Curriculum Coverage

Year 4 English Units of Work

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		Mission to Mars Biography Wordsmith	Digestion theme park Explanation text Own planning	Poetry- Creating Images Figurative language Adapting Wordsmith but own poem	Christophes Story Evacuee recount Adapting Wordsmith	Ancient Greece Greek myths, persuasive writing, debate Hamilton Trust and own planning	Poetry -Poetic Form Kenning and Caribbean poems Wordsmith and own poems	The Most Incredible Sport Newspaper report Wordsmith	Poetry -Poetic Language Cinquain poems Adapting Wordsmith	Spiderwick Chronicles Fantasy story Wordsmith	Sutton Hoo mystery Non - chronological report Adapting Wordsmith	Poetry -Poetic Language Cinquain poems Adapting Wordsmith	Invertebrate Interview (mini topic) Information text and performance Own planning	Cross Curricular Work
Planning, Writing and Editing	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.	✓			✓	✓		✓		✓	✓	✓		
	To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Awareness of Audiences, Purpose and Structure	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	✓	✓	✓		✓	✓	✓	✓		✓	✓		
	To write a range of narratives that are well- structured and well-paced.	✓			✓	✓	✓			✓				
	To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.				✓	✓				✓				
	To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Sentence Construction	To always maintain an accurate tense throughout a piece of writing.	✓	✓		✓	✓		✓		✓	✓	✓		

	To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	✓			✓		✓		✓	✓			✓		
Use of Phrases and Clauses	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.		✓		✓	✓	✓		✓	✓					
	To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.		✓	✓	✓	✓	✓	✓	✓	✓					
	To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	✓			✓		✓		✓	✓			✓		
Punctuation	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.					✓			✓						
	To consistently use apostrophes for singular and plural possession.				✓				✓	✓			✓		
Use of Terminology	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	✓			✓	✓		✓	✓						

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.