

ALBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL - CURRICULUM FOR WRITING -YEAR 4/5

All new vocabulary will be displayed on Working Walls in the classroom environment.
 • WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Guided Reading: Podkin One Ear

Science – Living Things (classifying, variation, adaptation, fossils)

Geography – Earthquakes, Volcanoes

Text and Genre	The Bashful Earthquake Oliver Herford – poetry (3 days) 	The Crow's Tale – retell 	Podkin One Ear – Retell (1 week) 	The Wolves of Currumpaw / Survivors (1.5 weeks) 	Diary Entry – The Wolves of Currumpaw / Survivors (1.5 weeks) 	Volcano – Recount of volcano eruption (1.5 weeks) 
Year 4 Genre Progression		Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Introduction to set the scene and create atmosphere. Events described from the author's perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don't tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs) Use a rhetorical question with a subordinating conjunction	Engage the reader- why was the event significant? Include thoughts, opinions and feelings Select important elements Detailed conclusion and recommendations Technical vocabulary
Year 5 Genre Progression		Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase..	Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice	Consider audience (e.g., use humour). Add detail to bring events to life. Include direct and reported speech (if appropriate). Select appropriate tense.

Handwriting –

Year 4 - Understand which letters, when adjacent to one another, are best left unjoined.

Year 5 - Adapt handwriting style according to the purpose of the writing.

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<p align="center">Year 4 Grammar and Punctuation</p>	<p>Onomatopoeia</p>	<p>Use ambitious adjectives to enhance the nouns in the writing. Use a comma after a fronted adverbial.</p>	<p>Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end). Mark the reporting clause (who said it) with a comma when it is not at the end of the sentence.</p>	<p>Use prepositions as fronted adverbials and include an adjective to give the reader more information. Choose the most appropriate verbs to accurately describe to the reader what is being described</p>	<p>Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence. Use show don't tell. Write a complex question sentence to emphasis my point in both fiction</p>	<p>Use the acronym FANBOYS to help me remember coordinating conjunctions (All of Year 3 + for, nor).</p>
<p align="center">Year 5 Grammar and Punctuation</p>		<p>Use noun phrases with a modifier, choosing words carefully to really 'show' the reader what I am describing Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs. Use ISPACED (ing word, simile, preposition, adverb, conjunction, -ed word, <u>dialogue</u>) to open a sentence.</p>	<p>Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).</p>	<p>Use ISPACED (<u>ing word</u>, simile, preposition, adverb, conjunction, <u>-ed word</u>, dialogue) to open a sentence.</p>	<p>Link sentences and paragraphs using coordinating and subordinating conjunction. Use show don't tell to convey a character's emotions. Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).</p>	<p>Use ISPACED (ing word, simile, <u>preposition</u>, <u>adverb</u>, conjunction, -ed word, dialogue) to open a sentence.</p>

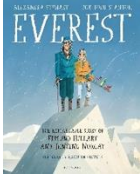
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Autumn 2

Story Time: Everest: The Remarkable story of Edmund Hilary and Tenzig Norgay

Science – Living Things (classifying, variation, adaptation, fossils)

Geography – Volcanoes, Mountains

Text and Genre	When the Giant Stirred – Setting Description (peaceful island)	When the Giant Stirred Retell	Cloud Tea Monkey – Retell (including setting)	Cloud Tea Monkey – Retell Assessed piece of work.	Everest: The Remarkable story of Edmund Hilary and Tenzig Norgay – Chronological report about climbing the mountain (might include paragraph about Edmund and Tenzig)
					
Year 4 Genre Progression	What did they see? Simile as a sentence opener Show don't tell to convey a character's emotion Beginning to use personification to describe things in my writing	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Select from a choice of sub-headings Include multiple paragraphs for each sub-heading Use 5w's independently Follow given structure Technical vocabulary Factual language Conjunctions for cause These can be used at the beginning or the middle of a sentence
Year 5 Genre Progression	Include two adjectives in my fronted adverbial of place. "Under the ancient, crumbling bridge," Using rich description to interest the reader such as metaphors, personification, and onomatopoeia.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase	Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).

Handwriting:

Year 4 - Understand which letters, when adjacent to one another, are best left unjoined.

Year 5 Adapt handwriting style according to the purpose of the writing.





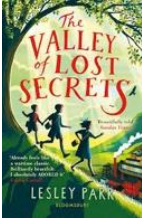
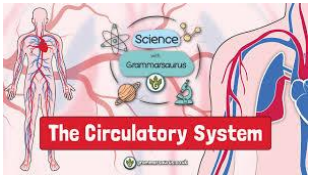
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<p align="center">Year 4 Grammar and Punctuation</p>	<p>Use more sophisticated similes to describe things in my writing. Choose the most appropriate nouns and pronouns</p>	<p>Modify a noun phrase with an adjective, noun or preposition.</p>	<p>Use a simile as a sentence opener. Embedding all previous skills. Use AFL to revisit previous skills</p>	<p align="center">Assessed piece of work.</p>	<p>Use the Standard Form of English, drawing on my knowledge of Subject Verb Agreement. Appropriate non-fiction openers. Use a wider a range of conjunctions for cause. Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence. (Non-fiction)</p>
<p align="center">Year 4/5 Grammar and Punctuation</p>	<p>Use more sophisticated metaphors to describe things in my writing. Use personification. Insert whole sentences to describe setting</p>	<p>Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p>Use more sophisticated metaphors to describe things in my writing. Use a metaphor as an opener. Insert whole sentences to describe setting and characters.</p>	<p align="center">Assessed piece of work.</p>	<p>Use a colon to introduce a list within a sentence. Appropriate non-fiction openers. Include complex sentences, which start with a subordinating conjunction followed by a comma. (Non-fiction genre)</p>

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Spring 1

Guided Reading – The Valley of Lost Secrets, Lesley Parr

		History - WWII			Science- Circulatory system, Electricity		
Text and Genre	<p>Tail End Charlie? Retell (Third Person)</p> 	<p>Tail End Charlie – Retell</p> 	<p>Opening section of The Lion, The Witch and the Wardrobe – Retell</p> <p>https://www.youtube.com/watch?v=1vpRxEWGKvM</p> 	<p>Instructions to construct an Anderson shelter.</p> 	<p>The Valley of Lost Secrets– Diary Entry</p> 	<p>Explanation of the circulatory system</p> 	
Year 4/5 Genre Progression	<p>Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character’s emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech</p>	<p>Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character’s emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech</p>	<p>Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character’s emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech</p>	<p>Rhetorical question in the introduction Closing statement More than one sentence for some steps</p>	<p>Introduction to set the scene and create atmosphere. Events described from the author’s perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don’t tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs) Use a rhetorical question with a subordinating conjunction</p>	<p>Title to intrigue Start to choose own subheadings Subheading as a question Compare vocabulary Use a wider variety of conjunctions for cause Consequently / therefore / as a result These can be used at the beginning or the middle of a sentence.</p>	
Year 5 Genre Progression	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don’t tell. Use show don’t tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don’t tell. Use show don’t tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don’t tell. Use show don’t tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Informal / formal instructions could be humorous or formal. Hook the reader in the introduction Sophisticated / appropriate use of adverbs / adjectives Awareness of the audience Add a recommendation</p>	<p>Past perfect tense. Organised into paragraphs, with the day’s events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice.</p>	<p>Passive voice Wider range of cause-and-effect conjunctions Effect and cause conjunctions because / as / since / for Put into context Compare and contrast vocabulary Glossary Draw the reader in Independently start to consider presentation</p>	

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Handwriting-						
Year 4 - Use a consistent and efficient style of handwriting						
Year 5 - Choose the writing implement that best suits the task.						
Year 4 Grammar and Punctuation	Start a new paragraph when the setting, action or time change in narrative writing.	Short sentences to move events on quickly in a story. Adverbs to show how (manner) root word spelling change.	Use a simile as a sentence opener. Use more sophisticated metaphors to describe things in my writing	Use a wider a range of conjunctions for cause. Choose the most appropriate nouns.	. Consolidate subordinating conjunctions. I can explain how to use Present Perfect Tense and use irregular verbs.	Use a wider a range of conjunctions for cause. Appropriate non-fiction openers.
Year 5 Grammar and Punctuation	Use an embedded relative clause, marked with commas for parenthesis.	Use short sentences to build suspense. In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.	Use rich description for interest, (metaphors, personification, onomatopoeia) Use a metaphor as an opener.	Punctuate bullet points consistently in non-fiction.	Use a rhetorical question to make the reader think. Use the past perfect form to mark relationship of time and cause. Consolidate subordinating conjunctions.	Understand and identify the main clause & subordinate clause. Appropriate non-fiction openers.

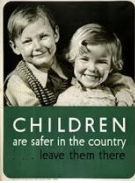
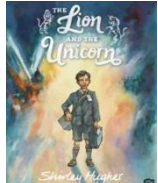
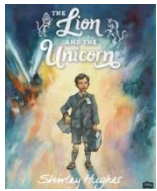

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Spring 2

Story Time – Tales of WWII, amazing true stories from the war that shook the world

Science – Circulatory system, Electricity

History- WWII

Text and Genre	<p>Formal letter to parents from the War Office about evacuation.</p>  <p>(1.5 weeks)</p>	<p>The Lion and the Unicorn (retell including a setting)</p> 	<p>Informal letter home The Lion and the Unicorn. (1.5 weeks)</p> 	<p>World War 2 – Non-chronological report</p> 
Year 4 Genre Progression	<p>Can take the form of an advert Tell a personal story Give an expert's opinion Include statistics</p>	<p>Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech</p>	<p>Paragraphs around a theme Address the reader directly Present perfect tense Thoughts and feelings Show don't tell Rhetorical question</p>	<p>Select from a choice of sub-headings Include multiple paragraphs for each sub-heading Use 5w's independently Follow given structure Technical vocabulary Factual language Conjunctions for cause These can be used at the beginning or the middle of a sentence</p>
Year 4/5 Genre Progression	<p>Include facts and opinions Use modal verbs and degrees of possibility. Facts and statistics. Exaggerate. Persuasive openers. Rule of three. Conjunctions of cause</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Past, Present and Future tense Include a range of tenses Include a quote</p>	<p>Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).</p>

Handwriting-

Year 4 - Use a consistent and efficient style of handwriting
Year 5 - Choose the writing implement that best suits the task.



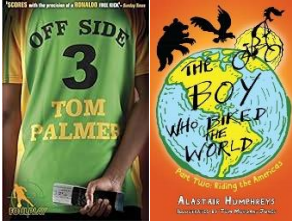
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Year 4 Grammar and Punctuation	<p>Formal Language</p> <p>Write a complex question sentence to emphasis my point in both fiction and non-fiction writing.</p>	<p>Revision of show don't tell</p> <p>. Use an apostrophe for plural possession with regular plurals. Know the difference between the plural and possessive 's'.</p>	<p>Revision of contractions</p> <p>Identify the difference between simple past and simple present tense.</p>	<p>Use fronted adverbials followed by a comma. When (Frequency) and How (Degree).</p>
Year 4/5 Grammar and Punctuation	<p>Formal language</p> <p>Use modal verbs and adverbs to show the possibility of something happening.</p>	<p>Use speech within a piece of writing to move the story on.</p> <p>Use show don't tell to build suspense, and convey a character's emotions.</p>	<p>Revision of contractions</p> <p>Use dashes to add parenthesis.</p>	<p>Use brackets to add parenthesis.</p>

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Summer 1

Guided Reading – Off Side, Tom Palmer OR The Boy who Biked the World

Geography – Fairtrade		Science- Light, Diet, Drugs (PSHE)		
Text and Genre	The Lighthouse – Setting 	The Lighthouse – Newspaper Report 	Residential Trip – Recount	Retell – linked to guided reading 
Year 4 Genre Progression	What did they see? Simile as a sentence opener Show don't tell to convey a character's emotion Beginning to use personification to describe things in my writin	Headline Subheading Direct speech Introduction (lead 5ws and How) Main body Paragraphs and caption By-line (who wrote it) Conclusion	Engage the reader- why was the event significant? Include thoughts, opinions and feelings Select important elements Detailed conclusion and recommendations Technical vocabulary	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech
Year 4/5 Genre Progression	Include two adjectives in my fronted adverbial of place. "Under the ancient, crumbling bridge," Using rich description to interest the reader such as metaphors, personification, and onomatopoeia.	Indirect speech. Main body. Verbs selected for meaning and effect. Precise vocabulary choices. Paragraphs and caption. Journalistic words and phrases. By-line (who wrote it). Conclusion (plan for the future).	Consider audience (e.g., use humour). Add detail to bring events to life. Include direct and reported speech (if appropriate). Select appropriate tense.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.
Handwriting-				
Year 4 - Use a fluent, consistent style and write at speed				
Year 5 Maintain legibility in joined handwriting when writing at speed.				
Year 4 Grammar and Punctuation	Beginning to use personification to describe things in my writing.	Use a mixture of short sentences, simple sentences, compound and complex sentences.	Embed all skills / use assessment for learning	Include complex sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma.

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Year 5 Grammar and Punctuation	Use SPACED (<u>ing word, simile, preposition, adverb, conjunction, -ed word, dialogue</u>) to open a sentence.	Know the difference between direct speech and reported speech.	Embed all skills / use assessment for learning	Adding a new line whenever a new person starts speaking.
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Summer 2

Story Time

Science – Light, Diet, Drugs (PSHE)

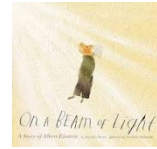
Geography – Fairtrade

Text and Genre

<https://www.youtube.com/watch?v=zyOAKLC7fPc>
There's a Rang-tan in my bedroom. Persuasive letter.



Biography – Albert Einstein



Retell – The Disgusting Sandwich
Retell



Poetry – Free Verse
A poem to be spoken silently



Year 4 Genre Progression

Include sender's address
Formal/detailed introduction
Justification of thoughts
Persuasive openers
Facts
Rhetorical questions

Includes feeling about times and occasions in their life

Including build-up, problem, resolution (Story-map)
Independently structuring paragraphs around an idea
Show not tell for character's emotions
Detailed description of character and setting
Direct speech to move the action on
3 part speech – what they said, who said it and how they said it (adverb)
Still limit speech

Follow similar structure
It was so quiet I heard...
It was so calm I heard..
It was so peaceful I heard...
Etc.

Year 4 Genre Progression

Include facts and opinions
Use modal verbs and degrees of possibility.
Facts and statistics.
Exaggerate.
Persuasive openers.
Rule of three.
Conjunctions of cause

Key influences in the person's life, (their relationship with other. people and who inspired them).
Historical famous characters. Link to whole school theme / local hero.

Handwriting: Handwriting-

Year 4 - Use a fluent, consistent style and write at speed
Year 5 Maintain legibility in joined handwriting when writing at speed.

Year 4 Grammar and Punctuatio

Use a wider variety of conjunctions for cause.

Embedding all previous skills / use assessment for learning.

Embed all previous skills / use assessment for learning.

Embed all skills / Use AFL

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Year 5 Grammar and Punctuatio	Ask a rhetorical question to appeal directly to the reader.	Embed all previous skills / use assessment for learning.	Embed all skills / use assessment for learning	Embed all skills / Use AFL
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SPAG: (STAND ALONE)

YEAR 4

Add an 's' to show plural and use irregular plural noun forms of plural. -es words (foxes, boxes). SPAG

Understand the difference between the use of conjunctions, adverbs and prepositions and can explain this. SPAG

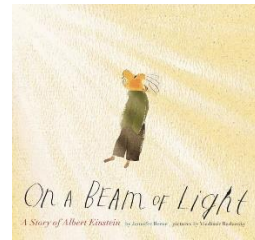
Add an 's' to show plural and use irregular plural noun forms of plural (children, women) SPAG

YEAR 5

Use a comma before the relative clause if it is providing extra, non-essential information and is after the main clause. SPAG

Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials. SPAG

There aren't as many topic related books for Fair Trade. Possible non-topic related books:



<https://www.literacyshed.com/wishgranter.html>

Retell the story from various points of view



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OR

