

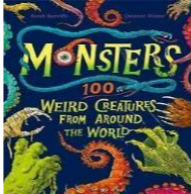
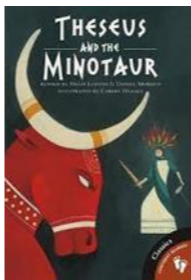

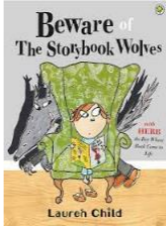
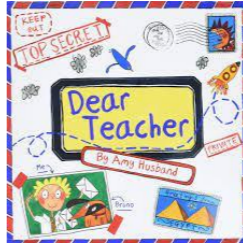
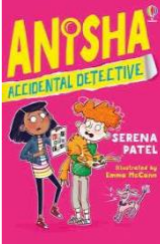















Swalecliffe Community Primary School
Child First, Pupil Second

Writing Curriculum – Year 4 – Purpose & Genre

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Genre:	Welcome Project	Poetry – haiku	Sci Fi	Instructions	Non-chronological report	Myths and Legends (Greek)	Alternative Fairytale	Playscripts	Letters of Complaint	Detective Story	Information text based on a British theme	Personal Project
Purpose:		Paint with words	Entertain	Inform	Inform	Entertain	Entertain	Entertain	Persuade and influence	Entertain	Inform	Child-initiated
Key Knowledge/Skills for Purpose & Genre:		*mood is generally serious and is about nature *No rhyming structure *Line structure: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables * Each line starts with a capital	*dialogue is used to convey characters' thoughts and to move narrative forward *language choices help to create realistic sounding narratives * expressive verbs and some figurative language	* clearly sequenced parts *cohesion through use of nouns and pronouns *fronted adverbials *time, place and cause expressed using conjunctions, adverbs or prepositions *commas to separate items in a list * sequenced 'parts' – opening paragraph to introduce instructions; equipment list; method and	*organised into sections with appropriate headings, sub-headings and text type features *range of conjunctions *appropriate word choices, including tier 2 and tier 3 vocab *word choices match information texts.	*dialogue is used to convey characters' thoughts and to move narrative forward *language choices help to create realistic sounding narratives *expressive verbs and some figurative language	*dialogue is used to convey characters' thoughts and to move narrative forward *language choices help to create realistic sounding narratives *expressive verbs and some figurative language	*dialogue is used to convey characters' thoughts and to move narrative forward *language choices help to create realistic sounding narratives *expressive verbs and some figurative language	*cohesion through choice of pronouns or nouns within and across sentences, avoiding repetition *precise expanded noun phrases *persuasive technique, like rhetorical questions. *modal verbs to indicate degrees of possibility	*dialogue is used to convey characters' thoughts and to move narrative forward *language choices help to create realistic sounding narratives *expressive verbs and some figurative language	*organised into sections with appropriate headings, sub-headings and text type features *range of conjunctions *appropriate word choices, including tier 2 and tier 3 vocab *word choices match information texts.	

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
				closing paragraph									
Hook: (text, film or event)	This will vary year-to-year. Whole school	My First Book of Haiku, translated by Esperanza Ramirez-Christensen 	The Iron Man & The Iron Woman, both by Ted Hughes 	Film – Contre Temps? Invasions? Both on Literacy Shed	Monsters: 100 Weird Creatures from Around the World by Sarah Banville and Quinten Minter 	Theseus & the Minotaur 	Zombierella by Joseph Coelho 	Beware of the Storybook Wolves by Lauren Child 	Dear Teacher by Amy Husband 	Anisha Accidental Detective by Serena Patel 	The Falcon's Malteser by Anthony Horowitz 	The Windrush. Coming to England by Floella Benjamin 	This will vary year-to-year.
Sentence Menu:	Blue Sentence Menu						Pink Sentence Menu						
FANTASTICS													

All of Years 1 – 6 will:

- Start the year with a welcome project.
- With the exception of Year 6, also do their poetry unit at the start of the year.
- Finish the year with a personal project.
- Each year group will cover 2 units a term.

Other units to be covered:

- This leaves nine other units to be covered across the year.
- This should be 5 fiction and 4 non-fiction.
- A * notes where this unit is a STAR Writing Assessment unit.

Purpose:

We will cover six purposes of writing as a school – entertain, paint a picture, reflect, inform, make a record and persuade/influence.

Hooks:

These may include - a text, image or artefact, film, real-life event.

Welcome Project:

These will be a three-week project that help to settle the children into the routines of writing for the year ahead. Children learn best in reassuringly consistent classrooms and so these yearly welcome projects give teachers time to teach the structures and strategies that will be followed in their writing community throughout the year. This block of time allows teachers time to get to know their new writers and establish their writing routines. As part of this, the class will decide on the rights and responsibilities of the writer in their class. We will use a whole-school stimulus for this.

Poetry: Poetry is the mother of all genres! It's a versatile medium which informs and aids all other types of writing. Therefore, if we develop children as poets, they can also turn out to be excellent writers. Hence, this is why it's a particularly good idea to have poetry at the start of the year, since because of the compactness of a poem, children may complete several different pieces early on in the year which they will find an immediate and motivating way into writing.

Personal Project:

The personal project at the end of the year is central to being a 'real-world writer'. Personal projects give children freedom, time and space to write then publish pieces of writing. They should be purposeful (informative, reflective, poetic, etc). They may be experimental, maybe strange, and memorable pieces of writing that give something to the children and the community of writers that they belong to. Reading them gives teachers a sense of motivation and pleasure themselves. Most importantly, children bring their own purposes, ideas, intentions, audiences, and all that they have learnt about the craft of writing but away from the demands of class writing. Children can use the writing processes more spontaneously.

Year 4

Narrative x 5:

- Science Fiction (entertain)
- Greek myth or legend (entertain)
- Detective (entertain)
- Alternative fairy tale (entertain)
- Playscript (entertain)

Non-fiction x4:

- Non-chronological report (inform)
- Information text based on a British theme (inform)
- Letter of complaint (persuade/ influence)
- Instructions (inform)

Poetry:

Haiku – nature (paint with words)