**Year 4**

**Writing Genre Guidance**

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| **Writing Genres Overview – Year 4** | | |
| **Term** | **Suggested Text** | **Genre Taught** |
| **Autumn 1**  **Topic:** The past and present of Stockport | The Tunnel by Anthony Browne  Aesop’s Fables by Robert Long | * Narrative- stories from Imaginary Worlds. * Narrative- Fables |
| **Autumn 2**  **Topic:** Rivers and Water Cycle | Non-fiction texts (use of library)  A variety of Poems (Cataract at Lodore by Robert Southey)  Madverbs by John Rice | * Non-Chronological reports – Features of a river. * Explanation Texts – What is the water cycle? * Poetry: by heart and nonsense |
| **Spring 1**  **Topic:** The Romans | Roman Diary – the journey of Iliona by Richard Platt | * Narrative- Stories with a Historical setting. * Diary of a Roman Soldier. |
| **Spring 2**  **Topic:** Italy – ‘Holidaying in Rome’ | The Usborne Book of Fairy tales by Stephen Cartwright and Heather Amery.  The True Story of the Three Little Pigs by Jon Scieszka  Literacy Shed – Three little pigs. | * Narrative-Fairy stories * Recount- Newspaper reports (Three little pigs) |
| **Summer 1**  **Topic:** The Ancient Greeks | A variety of Myths and Legends from the Internet.  Usborne Illustrated Stories from the Greek Myths by a variety of authors.  A variety of instructional texts. | * Narrative- Myths and Legends * Instructional texts- Greek banquet |
| **Summer 2**  **Topic:** Locational Knowledge – ‘The Globe’ | Haiku and Tanka examples  A variety of brochures and persuasive leaflets. | * Syllabic Poetry – Haiku and Tanka * Persuasive Texts- persuade a person to visit a holiday destination. |

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| **Genre** | **Text Features** | **SPaG** |
| **Explanation** | * the title ‘How . . .’ or ‘Why. . .’ indicates what I am writing about * the opening statement introduces the topic and addresses the reader * uses series of logical steps explains how or why something happens   - includes included a diagram  - the concluding summary or statement relates the subject to the reader  - uses additional information in boxes  - uses the present tense  - uses conjunctions  - the glossary explains technical language | begin to organising paragraphs around a theme  demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation.  Use compound sentence, complex sentence  use simple organisational devices for example, headings and sub-headings in non-narrative material  express time, place and cause using conjunctions [for example, when, before, after, while, so, because]  express time, place and cause using adverbs [for example, then, next, soon, therefore]  express time, place and cause using prepositions and prepositional phrases e.g. before dark, during break  use ‘a’ or ‘an’ with accuracy |
| **Instructions** | * evaluate and discuss a range of instructions in terms of layout, clarity, usefulness, purpose and audience * plan and write own instructions using appropriate organisational features and an opening and closing that refer to each other and appeal to the reader appropriately for the purpose * proof read, edit and evaluate own writing suggesting improvements * write instructions in formal Standard English where appropriate | * use of noun phrases to add clarity * use of modal verbs/conditionals * demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation? |
| **Narrative** | * the story has an opening, build-up, climax, resolution and ending * describes the characters by what they say and do * uses paragraphs for each new idea * some of my chapters end with a ‘fiction hook’ * adapt a story form to genre; characters take risks/ experience danger; presentation of the setting(s) to interest reader * uses illustrations * uses interesting language * uses connectives and commas to extend simple sentences * uses apostrophes correctly | * beginning to understand paragraphs as a way to group related material * demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation. * Develop complex sentences * use fronted adverbials for example Later that day, I heard the bad news. * use inverted commas and other punctuation to indicate speech for example a comma after the reporting clause * The conductor shouted, “Sit down!” * use apostrophes to mark plural possession girls’ names * use a comma after fronted adverbials for example Later that day, I heard the bad news. |
| **Non - Chronological** | * Report describes the way things are * The title says what the instructions are for * Uses correct names in the text * Includes a list of requirements/equipment at the beginning * Uses verbs in the imperative form * Uses the present tense * Lists all the steps in chronological order * Includes diagrams/illustrations * Uses time words * Uses a helpful layout * The information across paragraphs is linked cohesively * Uses a consistent viewpoint which is established and maintained | * beginning to understand paragraphs as a way to group related material * use headings and sub-headings to aid presentation * demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation. * Develop complex sentences * use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases for example the teacher expanded to the strict maths teacher with curly hair |
| **Persuasive** | * persuasive points are identified, some detail used to argue, give clear explanation and advice * viewpoint is established and maintained. * Uses logical and cause and effect connectives to link arguments in paragraphs * Summarises arguments * Uses some/all of the following persuasive devices: * emotive language * rhetorical questions * cause and effect connectives * daring the reader to disagree * makes opinions sound like facts * evaluates advertisements and their impact. | * beginning to understand paragraphs as a way to group related material * use headings and sub-headings to aid presentation * demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation. * use inverted commas and other punctuation to indicate speech for example a comma after the reporting clause * Comparatives and superlative |
| **Poetry** | * Is inspired by the poem . . . * Keeps to a rhyme pattern using sensible rhymes * Verbs are powerful * Adjectives are strong * Uses alliteration * Uses similes * Uses personification * Uses metaphors | * use Standard English verb inflections instead of local dialects forms ( we were instead of we was. I did instead of I done) * use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases for example the teacher expanded to the strict maths teacher with curly hair * Prepositions * Power verbs |
| **Recount** | * The recount includes an introduction * Includes fronted adverbials * Includes illustrations (if helpful) * Includes essential words * Includes the past tense * Makes the right choice of vocabulary and sentences * Selects verbs for impact * Coverage of chosen events thorough, engaging and balanced. * Uses a clear and consistent viewpoint which is established and controlled. * Shows chronological order * Written in the 1st or 3rd person * Includes a closing statement | * beginning to understand paragraphs as a way to group related material * demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation. * use inverted commas and other punctuation to indicate speech for example a comma after the reporting clause * Develop complex sentences * use fronted adverbials for example Later that day, I heard the bad news. * use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases for example the teacher expanded to the strict maths teacher with curly hair |

**Year 3-4 Writing Key Objectives**

**Taken from the National Curriculum**

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|  | spell words that are often misspelt (Appendix 1) |
|  | Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals |
|  | Use the first 2 or 3 letters of a word to check its spelling in a dictionary |
|  | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined |
|  | Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar |
|  | Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures |
|  | Organising paragraphs around a theme |
|  | In narratives, creating settings, characters and plot |
|  | In non-narrative material, using simple organisational devices (headings & subheadings) |
|  | Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences |
|  | Proofread for spelling and punctuation errors |
|  | Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
|  | Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although |
|  | Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
|  | Using conjunctions, adverbs and prepositions to express time and cause (and place) |
|  | Using fronted adverbials |
|  | Difference between plural and possessive -s |
|  | Standard English verb inflections (I did vs. I done) |
|  | Extended noun phrases, including with prepositions |
|  | Using and punctuating direct speech (including punctuation within and surrounding inverted commas) |

**Year 3-4 Writing Key Objectives**

**Summarised form**

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|  | Spell words which are often misspelt from the Y3-4 list |
|  | Use the possessive apostrophe accurately with plurals |
|  | Use a dictionary to check a spelling |
|  | Use appropriate handwriting joins, including choosing unjoined letters |
|  | Adopt the features of existing texts to shape own writing |
|  | Build sentences with varied vocabulary and structures |
|  | Organise paragraphs around a theme |
|  | Develop detail of characters, settings and plot in narratives |
|  | Use simple organisational devices in non-fiction |
|  | Suggest improvements to grammar and vocabulary |
|  | Proofread own work for spelling and punctuation errors |
|  | Read aloud using appropriate intonation, tone and volume |
|  | Use a range of conjunctions to extend sentences with more than one clause |
|  | Choose nouns and pronouns for clarity and cohesion |
|  | Use conjunctions, adverbs and prepositions to express time, cause & place |
|  | Use fronted adverbials |
|  | Understand the difference between plural and possessive '-s' |
|  | Recognise and use standard English verb inflections |
|  | Use extended noun phrases, including with prepositions |
|  | Use and punctuate direct speech correctly |