**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
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| **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
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| **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.
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| **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)
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| **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
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| **Summer 2****Topic:** Locational Knowledge – ‘The Globe’ | Haiku and Tanka examplesA 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 themedemarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation.Use compound sentence, complex sentenceuse simple organisational devices for example, headings and sub-headings in non-narrative materialexpress 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 breakuse ‘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?
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| **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.
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| **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
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| **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
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| **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
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| **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
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**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 |