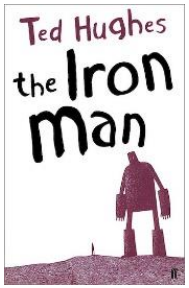


English MTP- Writing

Year: 4 **Term: Autumn 1** **Focus text: The Iron Man**



National Curriculum objectives:

Writing composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

Spelling objectives:

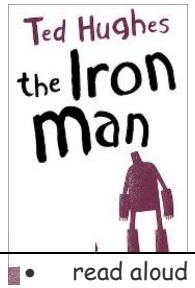
- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Prior Knowledge:

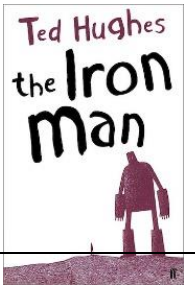
- Children will know all 40+ graphemes and be able to apply them to their spellings in their work.
- Children will know when to add-s or -es to plural nouns.
- Children will be able to add suffixes to words where the root word does not need to change.
- Children will know how to form lower-case and upper-case letters.
- Children will know to leave spaces between their words.
- Children will know to clarify their work they can say their sentences out loud before they write them.
- Children will be able to sequence sentences to form short narratives.
- Children will be able to re-read what they have written to check that it makes sense.
- Children will know that a sentence must start with a capital letter and end with a full stop.
- Children will know how to use 'and' to join simple sentences.
- Children will know that a noun is a person, place or thing.
- Children will know that a verb is the action word in a sentence.
- Children will know the features and format of a description, letter, and narrative.

Key vocabulary:

adjective, description, letter, dear, yours sincerely, past, present, verb, action, noun phrase, adjective, suffix, character, conjunctions, and, but, or, hat, eyes, nose, mouth, Astronomer, blissful, brink Constellation, harmony Hillock, petroleum infrared, substances,

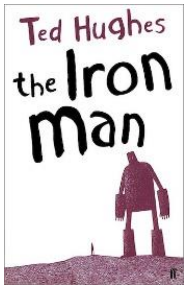


English MTP- Writing



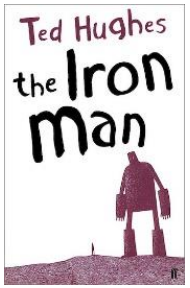
Year: 4 Term: Autumn 1 Focus text: The Iron Man

• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <u>Vocabulary, grammar and punctuation</u> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.		• Children will know that words can be changed by adding suffices at the end e.g. 'er', 'ed' and 'ing'. • Children will know adjectives are and be able to use them to form expanded noun phrases. • Children will know how to organise their ideas into paragraphs accurately. • Children will the difference between the two types of conjunctions and how to accurately use conjunctions to connected two clauses.	



English MTP- Writing

Year: 4 **Term: Autumn 1** **Focus text: The Iron Man**



	Unit 1	Unit 2	Unit 3
Writing focus	• Character description – Iron Man wanted poster.	• Instructions – How to build an Iron Man	• Narrative – persuading the Iron Man not to eat the local farms.
SPaG focus	• PVPG work (19 lessons)	• Time and manner adverbials • Subheadings • First person • Past tense • Commas in a list	• Use an appropriate choice of subordinating conjunction. • Use nouns and pronouns appropriately for clarity and cohesion. • Identify and use expanded noun phrases. • Use direct speech by using inverted commas. • Use a persuasive language in my writing.
Spelling focus	**Words with the /ei/ sound spelt ei, eigh, or ey.** grey, convey, weight, height, veil, vein. Reign, eight, beige, being, neigh, sleigh **Common exception words** address, answer, appear, arrive, accident, believe, bicycle, build, busy, breath **Apostrophes for omission** Wouldn't, couldn't, shouldn't, didn't, they're, mustn't, you're, we've, aren't, haven't, **Common exception words** Woman, experience, possess, century, decide, reign, women, answer, guard, heard	**'sion', 'tion', 'ssion' and 'cian' spellings** situation, imagination, position, motion, mission, impression, magician, musician, possession, obsession. **Common exception words** length, difficult, material, accident, centre, complete, experiment, pressure, separate, straight	**Words with the /s/ sound spelt sc** scientist, science, scent, scenery, ascend, scene, muscle, fascinate, disciple, descend **Common exception words** certain, knowledge, important, notice, occasionally, various, enough, ordinary, particular, peculiar