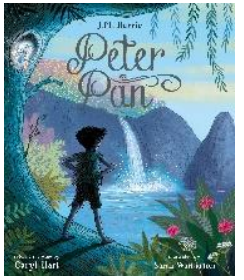


English MTP- Writing



Year: 4 **Term: Spring 1** **Focus text: Peter Pan**

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:

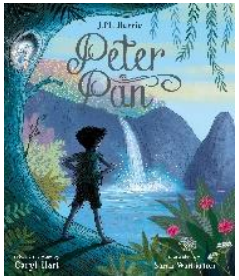
- Children will know all 40+ graphemes and be able to apply them to their spellings in their work.
- Children will know when to add-s or -es to plural nouns.
- Children will be able to add suffixes to words where the root word does not need to change.
- Children will know how to form lower-case and upper-case 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:

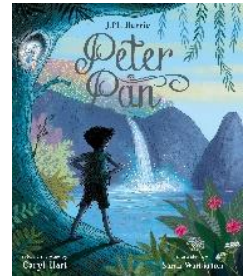
adjective, description, letter, dear, yours sincerely, past, present, verb, action, noun phrase, adjective, suffix, character, conjunctions, and, but, or, hat, eyes, nose, mouth, hair, jacket, shirt, trousers, boots, jumper, animals, green, blue, dirty, muddy, scruffy, old, checked, smile, happy

faith plank abject whim unscrupulous stockade implicitly stifle, sprawly, pirouette, rummage, pinafore, delectable, imploringly, conspicuous, adventure

fairies delightful, henceforth, suspended

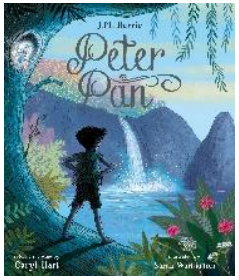


English MTP- Writing

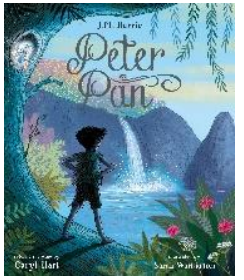


Year: 4 Term: Spring 1 Focus text: Peter Pan

• 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 past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using fronted adverbials • using commas after fronted adverbials • 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: Spring 1** **Focus text: Peter Pan**

	Unit 1	Unit 2	Unit 3
Writing focus	• Setting description – draw their own map of Neverland and then describe it.	• Letter – write a letter home from Wendy to her mother to talk about their adventures in Neverland.	• Narrative with speech characterisation between Captain Hook and Peter Pan
SPaG focus	• Expanded noun phrases • Adverbials of time and manner • Adverbials of place and frequency • Co-ordinating conjunctions • Subordinating conjunctions.	• Standard / Non standard English • Writing in first person • Possessive apostrophes • Time adverbials • Past tense verbs	• Dialogue • Adverbs of manner • Pronouns / Nouns • Coordinating conjunctions • Subordinating conjunctions
Spelling focus	**Prefix - in/il/ir/im** illegal, immature, immortal. impossible, irresponsible, inadequate **Prefix inter-** interact, interfere, interest, international, intercept. **Common exception words** Recap any Year 1 and 2 words the children are struggling to spell.	**silent letter kn** knife, knock, knot, know, knew. **silent letter wr** wrap, wrong, wrist, wrote, wreck.. **Common exception words** answer, build, century, decide, experience, guard, heard, history, possess, reign.	**The prefix auto- (self)** Autograph, automatic, autobiography, autopilot, autocorrect **ch (sh sounding) spellings** machine, champagne, chef, parachute, brochure **Common exception words** length, weight, different, occasionally, position, believe, although, caught, through, therefore.