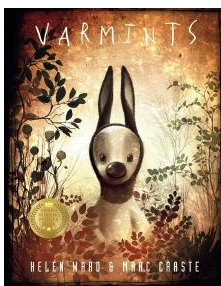


# YEAR 4&5 WRITING CURRICULUM – CYCLE A

## Autumn Term – Fiction/ Non-Fiction/ Poetry

AUTUMN 1

**Varmints (Y4)** by Helen Ward & Marc Craste



There is also a BAFTA and Oscar-nominated accompanying short film which will support children's learning and lead to discussion about how to look after the places we live.

### Main Writing Outcome:

Explanation of a life cycle



### Other Outcomes:

Diary entry, instructions, letter, description, speech



### Writing Transcription (Spelling and Handwriting)

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### Vocabulary, Grammar & Punctuation

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of paragraphs to organise ideas around a theme
- Use of commas to clarify meaning or avoid ambiguity
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using fronted adverbials

### Writing (Composition)

#### Plan 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

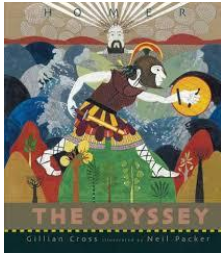
#### Draft and write by:

- In non-narrative material, using simple organisational devices
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot

#### Evaluate and edit by:

- Proposing changes to grammar and vocabulary to improve consistency

**The Odyssey** by Gillian Cross



**Main outcome:**  
Epic adventure story



**Other Outcomes:**  
Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue, missing scene, postcard, advertisement



**Writing Transcription (Spelling and Handwriting)**

- Use further prefixes and suffixes and understand the guidance for adding them
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- Use dictionaries to check the spelling and meaning of words
- Use a thesaurus

**Vocabulary, Grammar & Punctuation**

- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Using commas to clarify meaning or avoid ambiguity in writing
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list

**Writing (Composition)**

**Plan their writing by:**


- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

**Draft and write by:**

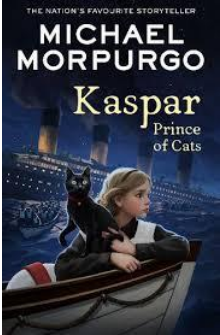



- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using a wide range of devices to build cohesion within and across paragraphs

**Evaluate and edit by:**

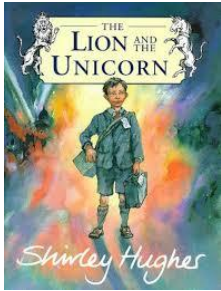
- Assessing the effectiveness of their own and others' writing

					<ul style="list-style-type: none"> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>Proof-read for spelling and punctuation errors</li> </ul>
<b>Autumn Poetry</b>	<p><b>Focus Poet: Matt Goodfellow</b></p> 	<p><b>Example Poems</b></p> <p>Meet at the Horizon A special badger The wolf</p>	<p><b>Recommended poems to read &amp; share</b></p> <p>Homework Stew by Kenn Nesbit</p> <p>I'm Walking with My Iguana by Brian Moses</p>	<p><b>Poetic style to study</b></p> <p><b>NARRATIVE POETRY (Classic)</b></p> <p>The Spider and the Fly by Mary Howitt</p> <p>The Kraken by Lord Tennyson</p>	<p><b>Poems to perform</b></p> <p>There's A Dragon In The Classroom By Charles Thomson</p> <p>The River by Valerie Bloom</p>

## Spring Term – Fiction/ Non-Fiction/ Poetry

<b>SPRING 1</b>	<p><b>Kasper, Prince of Cats</b> by Michael Morpurgo</p> 	<p><b>Main writing outcome:</b> Newspaper Articles</p>  <p><b>Other Outcomes:</b> Character descriptions, reports, letters, advertising leaflet, balanced report</p>  	<p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• Use dictionaries to check the spelling and meaning of words</li> </ul>	<p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>• Using passive verbs to affect the presentation of information in a sentence</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Using commas to clarify meaning or avoid ambiguity in writing</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> <li>• Punctuation of bullet points to list information</li> <li>•</li> </ul>	<p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Précising longer passages</li> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• Proof-reading for spelling and punctuation errors</li> </ul>

**The Lion & the unicorn**  
By Shirley Hughes



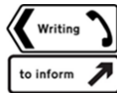
**Main writing outcome:**

Own version historical narrative



**Other outcomes:**

Letters, diary entries, character and setting descriptions, non-chronological reports



**Writing Transcription (Spelling and Handwriting)**


- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell further homophones
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

**Vocabulary, Grammar & Punctuation**

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions
- Headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
- The grammatical difference between plural and possessive –s
- Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of paragraphs to organise ideas around a theme

**Writing (Composition)**

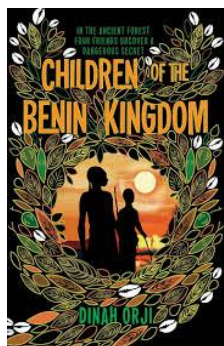
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- 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

				<ul style="list-style-type: none"> <li>• Use of inverted commas and other punctuation to indicate direct speech</li> <li>• Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> </ul>	
<b>Spring Poetry</b>	<p><b>Focus Poet:</b> Matt Goodfellow</p> 	<p><b>Example Poems</b></p> <p>Musician Wishing Frustrated Magician Mystery</p>	<p><b>Recommended poems to read &amp; share</b></p> <p>The Ning Nang Nong by Spike Milligan</p> <p>The Crocodile by Lewis Carroll</p>	<p><b>Poetic style to study</b></p> <p><b>FIGUARATIVE POETRY</b></p> <p>Child's song in spring by Edith Nesbit</p> <p>The Fog by Carl Sandburg</p>	<p><b>Poems to perform</b></p> <p>Homework Oh Homework By Jack Prelutsky</p> <p>The Silliest Teacher in School By Darren Sardelli</p>

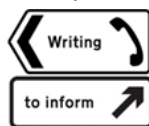
## Summer Term – Fiction/ Non-Fiction/ Poetry

SUMMER 1

**Children of the Benin Kingdom**  
By Dinah Orji



**MAIN WRITING OUTCOME:**  
Non-chronological report



**OTHER OUTCOMES:**  
Informal letter,  
contrasting diary entry,  
survival guide,  
eyewitness report,  
summary



**Writing Transcription (Spelling and Handwriting)**

- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- Use dictionaries to check the spelling and meaning of words
- Use a thesaurus
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task

**Vocabulary, Grammar & Punctuation**

- Recognising vocabulary and structures that are appropriate for formal speech and writing
- Using passive verbs to affect the presentation of information in a sentence
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Learning the grammar for years 5 and 6 in English Appendix 2
- Using commas to clarify meaning or avoid ambiguity in writing
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Punctuating bullet points consistently
- Use and understand the grammatical terminology in English

**Writing (Composition)**

**Plan their writing by:**

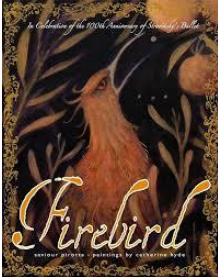

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary

**Draft and write by:**

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

**Evaluate and edit by:**

- Assessing the effectiveness of their own and others' writing

				Appendix 2 accurately and appropriately in discussing their writing and reading.	<ul style="list-style-type: none"> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>Proof-read for spelling and punctuation errors</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
<b>SUMMER 2</b>	<p><b>Firebird</b> by Saviour Pirotta</p> 	<p><b>Main writing outcome:</b> Fairytale narrative</p>  <p><b>Other outcomes:</b> Formal letters, retellings, character descriptions</p>	<p><b>Writing Transcription (Spelling and Handwriting)</b></p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some</li> </ul>	<p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <p>From Y3/4:</p> <ul style="list-style-type: none"> <li>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> </ul>	<p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>



Writing to entertain




words needs to be learnt specifically, as listed in English Appendix 1

- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

From Y5/6:

- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
- How words are related by meaning as synonyms and antonyms [for example, big, large, little].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as *If I were* or *Were they* to come in some very formal writing and speech]

- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Assessing the effectiveness of their own and others’ writing
- Ensuring the consistent and correct use of tense throughout a piece of writing

<b>Summer Poetry</b>	<b>Focus Poet: Matt Goodfellow</b> 	<b>Example Poems</b> Remember Can't Explain All the colours of the river	<b>Recommended poems to read &amp; share</b> The Rose That Grew From Concrete by Tupac Shakur  Life Doesn't Frighten Me by Maya Angelou	<b>Poetic style to study</b> <b>Creative Writing</b> If all the world were ... by Joseph Coelho  The Magic Box by Kit Wright	<b>Poems to perform</b> Colonel Fazackerley Butterworth-Toast by Charles Causley  Gran Can You Rap? by Valerie Bloom
	<b>Speaking &amp; Listening opportunities across the curriculum</b>				

	<b>LISTENING SKILLS</b>	<b>YEAR 4</b> <ul style="list-style-type: none"> <li>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li> </ul>	<b>YEAR 5</b> <ul style="list-style-type: none"> <li>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</li> </ul>
	<b>FOLLOWING INSTRUCTIONS</b>	<b>YEAR 4</b> <ul style="list-style-type: none"> <li>To follow complex directions/multi-step instructions without the need for repetition.</li> </ul>	<b>YEAR 5</b> <ul style="list-style-type: none"> <li>To follow complex directions/multi-step instructions without the need for repetition.</li> </ul>

<b>ASKING &amp; ANSWERING QUESTIONS</b>	<b>YEAR 4</b> <ul style="list-style-type: none"> <li>To generate relevant questions to ask a specific speaker/audience in response to what has been said.</li> <li>To regularly offer answers that are supported with justifiable reasoning.</li> </ul>	<b>YEAR 5</b> <ul style="list-style-type: none"> <li>To ask questions which deepen conversations and/or further their knowledge.</li> <li>To understand how to answer questions that require more detailed answers and justification.</li> </ul>
<b>DRAMA, PERFORMANCE &amp; CONFIDENCE</b>	<b>YEAR 4</b> <ul style="list-style-type: none"> <li>To use intonation when reading aloud to emphasise punctuation.</li> <li>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</li> <li>To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</li> <li>To discuss the language choices of other speakers and how this may vary in different situations.</li> </ul>	<b>YEAR 5</b> <ul style="list-style-type: none"> <li>To narrate stories with intonation and expression to add detail and excitement for the listener.</li> <li>To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</li> </ul> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>
<b>VOCABULARY BUILDING &amp; STANDARD ENGLISH</b>	<b>YEAR 4</b> <ul style="list-style-type: none"> <li>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li> </ul>	<b>YEAR 5</b> <ul style="list-style-type: none"> <li>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>To know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li> <li></li> </ul>
<b>SPEAKING FOR A RANGE OF PURPOSES</b>	<b>YEAR 4</b> <ul style="list-style-type: none"> <li>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</li> <li>To debate issues and make their opinions on topics clear.</li> </ul> <p>To adapt their ideas in response to new information.</p>	<b>YEAR 5</b> <ul style="list-style-type: none"> <li>To plan and present information clearly with ambitious added detail and description for the listener.</li> <li>To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</li> <li></li> </ul>

	<b>PARTICIPATING IN DISCUSSIONS</b>	<b>YEAR 4</b> <ul style="list-style-type: none"><li>• To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li></ul>	<b>YEAR 5</b> <ul style="list-style-type: none"><li>• To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations.</li><li>• To engage in longer and sustained discussions about a range of topics.</li><li>• To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li></ul>
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