



# Year 4 MTP - Writing Objectives (updated February 2025)

	Autumn 1 and 2 <u>Egyptian Beliefs</u>	Spring 1 <u>Why are jungles so wet and deserts so dry?</u>	Spring 2 <u>The Roman Empire and its Impact on Britain</u>	Summer 1 <u>Healthy Lifestyles (and RSE)</u>	Summer 2 <u>How and why is my local environment changing?</u>
TEXT & GENRE	<p>Cinderella of the Nile by Beverly Naidoo <i>(story retell)</i></p> <p>Ma'At's feather by Juliet Desailly <i>(setting description of the tomb)</i></p> <p>Non-fiction: ELS books - research and report writing on Egyptian life <i>(research and report writing)</i></p>	<p>The Great Kapok Tree By Lynne Cherry <i>(narrative + dialogue)</i></p> <p>Extracts of The Explorer By Katherine Rundell <i>(rewrite of first 2 chapters)</i></p>	<p><i>Poetry: The Tiger by William Blake (own version, oracy and imagery)</i></p> <p>Escape From Pompeii by Christina Balit <i>(setting description)</i></p>	<p>Cyber Kicks - literacy Shed <i>(persuasive advert)</i></p> <p>Non-fiction: ELS books <i>(leaflet)</i></p>	<p>The Lion, the Witch and The Wardrobe by C S Lewis. <i>(diary entry - Lucy (Edmund - GD)</i></p> <p>The Lost Happy Endings By Carol Anne Duffy <i>(story writing - character description)</i></p>
WRITING COMPOSITION	<p>The following objectives are woven through the 3 phased planning framework...</p> <p>By the end of the year, to be ARE children should be able to:</p> <ul style="list-style-type: none"> <li>To proof read spelling and punctuation errors independently</li> <li>To consistently select appropriate grammar and vocabulary</li> <li>To organise paragraphs around a theme</li> <li>To produce writing appropriate to the purpose</li> </ul>				
	<p>To write structured and coherent narratives (showing they can create setting/character/plot) and recounts.</p> <p>To use organisational devices such as headings and subheadings.</p> <p>To proof read spelling and punctuation errors independently To consistently select appropriate grammar and vocabulary</p>	<p>To write structured and coherent narratives (showing they can create setting/character/plot) and recounts.</p> <p>To proof read spelling and punctuation errors independently To consistently select appropriate grammar and vocabulary</p>	<p>To write structured and coherent narratives (showing they can create setting/character/plot) and recounts.</p> <p>To proof read spelling and punctuation errors independently To consistently select appropriate grammar and vocabulary</p>	<p>To use organisational devices such as headings and subheadings.</p> <p>To proof read spelling and punctuation errors independently To consistently select appropriate grammar and vocabulary</p>	<p>To write structured and coherent narratives (showing they can create setting/character/plot) and recounts.</p> <p>To proof read spelling and punctuation errors independently To consistently select appropriate grammar and vocabulary</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>VOCABULARY &amp; GRAMMAR</b>            *these are the end of year objectives - for differentiation, see 2  Steps         </p>	<p><b>(story re-write + dialogue)</b>            I can use pronouns appropriately to avoid repeating the noun.</p> <p>I can use adjectival phrases to expand noun phrases</p> <p>I can use emotive language to describe character's feelings.</p> <p>To use prepositions to describe a setting.</p> <p><u>Conjunctions (Y3 recap)</u>: I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during).</p> <p><b>(research and report writing)</b>            I can use paragraphs as a way to group related material.  <u>Clauses (Y3 recap)</u>: Main clauses/subordinate clause</p> <p><u>Conjunctions (Y3 recap)</u>: I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during).</p>	<p><b>(story writing + dialogue)</b>            I use a fronted adverbial for manner and places correctly using a comma.</p> <p>I can use paragraphs as a way to group related material <b>(recap)</b>.</p> <p>I can use interesting verbs.</p> <p>I can use synonyms for said.</p>	<p><b>(story re-write + dialogue)</b>            I can explain and demonstrate the difference between plural and possessive 's'.</p> <p>I use specific nouns and powerful verbs effectively and purposefully <b>(recap)</b>.</p> <p>I use a fronted adverbial correctly using a comma <b>(recap)</b>.</p> <p>I can use paragraphs as a way to group related material <b>(recap)</b>.</p> <p>I can use repetition, alliteration and imagery in poetry</p>	<p><b>(research and explanation text)</b>            To use a range of coordinating and subordinating conjunctions (FANBOYS)</p> <p>To be able to use common homophones (e.g. their/there, you/you're) and year 4 near homophones accurately most of the time.</p> <p>I can use standard English forms verb inflections (e.g. we were not we was) <b>(recap)</b>.</p>	<p><b>(story writing - setting and character descriptions)</b>            I use specific nouns and powerful verbs effectively and purposefully. <b>(recap)</b>.</p> <p>I can explain and demonstrate the difference between plural and possessive 's'.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>PUNCTUATION</b>            *these are the end of year objectives - for differentiation, see 2  Steps         </p>	<p>I can use a comma to mark a pause in a complex sentence. (recap commas for lists)</p> <p>To demonstrate <b>many</b> examples of ? ! ,(for lists) CAP . (contraction)</p>	<p>I can use commas after fronted adverbials.</p> <p>I can use inverted commas to punctuate direct speech/I am starting to use the correct punctuation for direct speech between 2 or more speakers</p>	<p>I can use commas after fronted adverbials.</p>	<p>To demonstrate <b>many</b> examples of ? ! ,(for lists) CAP . (contraction)</p> <p>I can indicate omission by using the omissive apostrophe</p>	<p>I can indicate possession by using the possessive apostrophe with plural nouns (regular examples).</p> <p>I can use the correct punctuation for direct speech between 2 or more speakers</p> <p><b>I can use all punctuation required for my year group</b></p>

Following Spelling Shed and Nelson's Handwriting

**Year Group Spelling Rules**

**Term A:** Au/augh (aw sound)/Prefix in-/ Prefix im- / Prefix il-/ homophones + near homophones / words ending in sion (if root word ends in -se -de -d)

**Term B:** words ending in sion (if root word ends in -se -de -d)/ words ending in tion (if root word ends in -te -t or has no definite root word)/ words ending in cian (if root word ends in -c -cs)/ words with ough that make long o/oo and or sound/ statutory spelling.

**Spelling:**

I understand the basic rules for singular and plural nouns.

I can apply rules when using an apostrophe for possession

**Handwriting:**

I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

I can use spacing between words that reflects the size of the letters.

Following Spelling Shed and Nelson's Handwriting

**Year Group Spelling Rules**

**Term A:** Homophones/near homophones. Nouns ending in suffix -ation/adding prefix sub- and super-. Plural possessive apostrophes

**Term B:** words with /s/ sound as sc. Soft c with ce. Word families - common words related meanings.

**Spelling:**

I can use the standard English forms verb inflections (e.g. we were not we was).

I can use the first two or three letters of word to check its spelling in a dictionary.

**Handwriting:**

I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

Following Spelling Shed and Nelson's Handwriting

**Year Group Spelling Rules**

**Term A:** Prefix inter-/anti-/auto-/ex-/non-

**Term B:** Suffix -ous and the four related rules for this. Adverbials for frequency and possibility.

**Spelling:**

I can use and apply each of the rules within my writing.

I can locate words which are often misspelt in my own and other's writing and I can practice these words in order to learn the accurate spelling

**Handwriting:**

I am increasing the legibility, consistency and quality of my handwriting.