



**Year 4**

**Writing Genre Overview**

## Writing Genres Overview – Year 4

Term	Quality Texts	Genres Taught
<b>Autumn 1</b>	Poetry Pie – Roger McGough	Poetry - Free verse, Narrative, Classics, Clerihews, Performance poems  Explanation- Scientific (Digestive system)
<b>Autumn 2</b>	The Fastest Boy in the World – Elizabeth Laird	Playscripts  Recount – newspaper report
<b>Spring 1</b>	Greek Myths – Marcia Williams	Narrative - Myths and legends  Non-chronological Report (Greeks)
<b>Spring 2</b>	The Iron Man – Ted Hughes	Journal  Narrative – Fantasy
<b>Summer 1</b>	The Tin Forest – Helen Ward	Persuasive letter  Fable
<b>Summer 2</b>	Journey – Aaron Becker	Narrative - Adventure  Narrative – sequel

Genre	Text Features	SPaG Features
<b>Explanation</b>	<ul style="list-style-type: none"> <li>- the title 'How . . .' or 'Why. . .' indicates what I am writing about</li> <li>- the opening statement introduces the topic and addresses the reader</li> <li>- uses series of logical steps explains how or why something happens</li> <li>- includes included a diagram</li> <li>- the concluding summary or statement relates the subject to the reader</li> <li>- uses additional information in boxes</li> <li>- uses the present tense</li> <li>- uses conjunctions</li> <li>- the glossary explains technical language</li> </ul>	<p>begin to organising paragraphs around a theme</p> <p>demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation.</p> <p>Use compound sentence, complex sentence</p> <p>use simple organisational devices for example, headings and sub-headings in non-narrative material</p> <p>express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>express time, place and cause using adverbs [for example, then, next, soon, therefore]</p> <p>express time, place and cause using prepositions and prepositional phrases e.g. before dark, during break</p> <p>use 'a' or 'an' with accuracy</p>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>- evaluate and discuss a range of instructions in terms of layout, clarity, usefulness, purpose and audience</li> <li>- 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</li> <li>- proof read, edit and evaluate own writing suggesting improvements</li> <li>- write instructions in formal Standard English where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- use of noun phrases to add clarity</li> <li>- use of modal verbs/conditionals</li> <li>- demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation?</li> </ul>
<b>Narrative</b>	<ul style="list-style-type: none"> <li>- the story has an opening, build-up, climax, resolution and ending</li> <li>- describes the characters by what they say and do</li> <li>- uses paragraphs for each new idea</li> </ul>	<ul style="list-style-type: none"> <li>- beginning to understand paragraphs as a way to group related material</li> <li>- demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation.</li> </ul>

	<ul style="list-style-type: none"> <li>- some of my chapters end with a 'fiction hook'</li> <li>- adapt a story form to genre; characters take risks/ experience danger; presentation of the setting(s) to interest reader</li> <li>- uses illustrations</li> <li>- uses interesting language</li> <li>- uses connectives and commas to extend simple sentences</li> <li>- uses apostrophes correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Develop complex sentences</li> <li>- use fronted adverbials for example Later that day, I heard the bad news.</li> <li>- use inverted commas and other punctuation to indicate speech for example a comma after the reporting clause</li> <li>- The conductor shouted, "Sit down!"</li> <li>- use apostrophes to mark plural possession girls' names</li> <li>- use a comma after fronted adverbials for example Later that day, I heard the bad news.</li> </ul>
<b>Non - Chronological</b>	<ul style="list-style-type: none"> <li>- Report describes the way things are</li> <li>- The title says what the instructions are for</li> <li>- Use correct names in the text</li> <li>- Include a list of requirements/equipment at the beginning</li> <li>- Use imperative verbs</li> <li>- Use the present tense</li> <li>- List all the steps in chronological order</li> <li>- Include diagrams/illustrations</li> <li>- Use time words</li> <li>- Layout is clear</li> <li>- Information across paragraphs is linked cohesively</li> <li>- Viewpoint is consistent and maintained.</li> </ul>	<ul style="list-style-type: none"> <li>- beginning to understand paragraphs as a way to group related material</li> <li>- use headings and sub-headings to aid presentation</li> <li>- demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation.</li> <li>- Develop complex sentences</li> <li>- 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</li> </ul>
<b>Persuasive</b>	<ul style="list-style-type: none"> <li>- persuasive points are identified, some detail used to argue, give clear explanation and advice</li> <li>- viewpoint is established and maintained.</li> <li>- Uses logical and cause and effect connectives to link arguments in paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>- beginning to understand paragraphs as a way to group related material</li> <li>- use headings and sub-headings to aid presentation</li> </ul>

	<ul style="list-style-type: none"> <li>- Summarises arguments</li> <li>- Uses some/all of the following persuasive devices:</li> <li>- emotive language</li> <li>- rhetorical questions</li> <li>- cause and effect connectives</li> <li>- daring the reader to disagree</li> <li>- makes opinions sound like facts</li> <li>- evaluates advertisements and their impact.</li> </ul>	<ul style="list-style-type: none"> <li>- demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation.</li> <li>- use inverted commas and other punctuation to indicate speech for example a comma after the reporting clause</li> <li>- Comparatives and superlative</li> </ul>
<b>Poetry</b>	<ul style="list-style-type: none"> <li>- Is inspired by the poem . . .</li> <li>- Keeps to a rhyme pattern using sensible rhymes</li> <li>- Verbs are powerful</li> <li>- Adjectives are strong</li> <li>- Uses alliteration</li> <li>- Uses similes</li> <li>- Uses personification</li> <li>- Uses metaphors</li> </ul>	<ul style="list-style-type: none"> <li>- use Standard English verb inflections instead of local dialects forms ( we were instead of we was. I did instead of I done)</li> <li>- 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</li> <li>- Prepositions</li> <li>- Power verbs</li> </ul>
<b>Recount</b>	<ul style="list-style-type: none"> <li>- The recount includes an introduction</li> <li>- Includes fronted adverbials</li> <li>- Includes illustrations (if helpful)</li> <li>- Includes essential words</li> <li>- Includes the past tense</li> <li>- Makes the right choice of vocabulary and sentences</li> <li>- Selects verbs for impact</li> <li>- Coverage of chosen events thorough, engaging and balanced.</li> <li>- Uses a clear and consistent viewpoint which is established and controlled.</li> <li>- Shows chronological order</li> <li>- Written in the 1<sup>st</sup> or 3<sup>rd</sup> person</li> <li>- Includes a closing statement</li> </ul>	<ul style="list-style-type: none"> <li>- beginning to understand paragraphs as a way to group related material</li> <li>- demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation.</li> <li>- use inverted commas and other punctuation to indicate speech for example a comma after the reporting clause</li> <li>- Develop complex sentences</li> <li>- use fronted adverbials for example Later that day, I heard the bad news.</li> <li>- 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</li> </ul>

### Year 3-4 Writing Key Objectives - Taken from the National Curriculum

1	spell words that are often misspelt (Appendix 1)
2	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
3	Use the first 2 or 3 letters of a word to check its spelling in a dictionary
4	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
5	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
6	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
7	Organising paragraphs around a theme
8	In narratives, creating settings, characters and plot
9	In non-narrative material, using simple organisational devices (headings & subheadings)
10	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
11	Proofread for spelling and punctuation errors
12	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.
13	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
14	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
15	Using conjunctions, adverbs and prepositions to express time and cause (and place)
16	Using fronted adverbials
17	Difference between plural and possessive -s
18	Standard English verb inflections (I did vs. I done)
19	Extended noun phrases, including with prepositions

20	Using and punctuating direct speech (including punctuation within and surrounding inverted commas)
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### Year 3-4 Writing Key Objectives - Summarised form

1	Spell words which are often misspelt from the Y3-4 list
2	Use the possessive apostrophe accurately with plurals
3	Use a dictionary to check a spelling
4	Use appropriate handwriting joins, including choosing unjoined letters
5	Adopt the features of existing texts to shape own writing
6	Build sentences with varied vocabulary and structures
7	Organise paragraphs around a theme
8	Develop detail of characters, settings and plot in narratives
9	Use simple organisational devices in non-fiction
10	Suggest improvements to grammar and vocabulary
11	Proofread own work for spelling and punctuation errors
12	Read aloud using appropriate intonation, tone and volume
13	Use a range of conjunctions to extend sentences with more than one clause
14	Choose nouns and pronouns for clarity and cohesion
15	Use conjunctions, adverbs and prepositions to express time, cause & place
16	Use fronted adverbials
17	Understand the difference between plural and possessive '-s'
18	Recognise and use standard English verb inflections
19	Use extended noun phrases, including with prepositions

