



Year 4 Sequence of Learning 2025-2026 Writing

<u>Year 4:</u> <u>Topics</u>	Autumn 1 The Mayans	Autumn 2 Rivers	Spring 1 World War 1	Spring 2 North America	Summer 1 World War 2	Summer 2 South America	
Proposed overview	Text The Great Kapok Tree Focus: Non Chronological Texts	Text: The Rhythm of the Rain Focus: Persuasive Writing	Text Pugs of the Frozen North Focus: Narrative	Text: Poetry Focus: Explanation texts	Text: Kindlekrax Focus: Newspaper	Text: Excerpts Focus: Playscripts	
Composition: Text Structure	Paragraphing - organise ideas around a theme: Non Fiction. I can organise related information into paragraphs. I can compose sentences: I can use topic sentences to introduce paragraphs.	Use of paragraphs to organise ideas around a theme, (Non fiction.) I can compose sentences: I can vary the length of my sentences using short and long sentences for effect I can use a range of sentences with more than one clause by using a subordinating conjunction, (Develop complex sentences) - 'whenever', 'if', 'even if',	Paragraphing - organise ideas when there is a change in topic, time or place: Fiction I can compose sentences: Start sentences with - ed Start sentences with - ing and expand sentences with an - ing starter Drop in - ing clause	I can compose sentences: Starting with a simile I can orally rehearse a sentence or a sequence of sentences. Start sentences with - ed Start sentences with - ing and expand sentences with an - ing starter Drop in - ing clause	I can compose sentences: Starting with a simile I can orally rehearse a sentence or a sequence of sentences. I can organise my text under subheadings around a theme. I can: include a title which outlines what the explanation intends to achieve	Paragraphing - I can organise each part of the text to indicate a change of time. I can use: a short, catchy headline a byline organise the article into 2 columns, a caption for images begin with an introduction which includes the 5ws in order to summarise the report close with a conclusion	I can use the layout of plays I have read I can write a list of characters, explaining a little about their part in the play and their personality traits. I can use stage directions as instructions for actors and the crew. I can use brackets or italics and describe actions, movements and expression. I know that I can use



		<p>or because'</p> <p>I can start sentences with adverbs showing possibility or degree</p> <p>I can use the pattern of 3 for persuasion: Visit, Swim, Enjoy!</p>	<p>I can write narratives with a clear plot, and describe settings and characters.</p> <p>I can use a sentence of 3 for description</p>	<p>I can organise the explanation into clear sections - opening statement, list of equipment, numbered steps, closing statement</p> <p>I can write in concise sentences so the audience can follow my explanation easily</p> <p>I can use numbered steps for clarity on the diagram.</p> <p>I can end with a closing statement which may include warnings and/or top tips</p>	<p>I can compose sentences:</p> <p>Starting with Fronted adverbials of time, [for example, Later that day, I heard the bad news.] I use commas after fronted adverbials.</p> <p>I can start sentences with adverbs of manner and of place or a jump in time.</p>	<p>stage directions for sound effects too.</p> <p>I can organise my playscript into Acts and Scenes. I know that the scene must have a description of the setting including details such as time, location and mood.</p>
Vocabulary, Punctuation and Grammar	<p>I can use the present perfect tense instead of the past tense.</p> <p>I can drop in a relative clause using who/whom/which/whose</p> <p>I can use technical vocabulary to</p>	<p>I can use the present tense to show urgency and action, as well as a 'live' experience.</p> <p>I can use apostrophes to mark singular possession</p> <p>I can use commands using the imperative - instruct the reader</p>	<p>I can use the simple past tense</p> <p>I can show how the present and past tense are used coherently in direct speech.</p> <p>I can use apostrophes to mark plural possession [for example, the girl's</p>	<p>I can use metaphor and personification</p> <p>I can use this knowledge to write: Kennings Haiku</p> <p>I can use expanded noun phrases, adding detail to nouns with 'of', 'from', 'under', 'around', 'surrounding',</p>	<p>I can remember when to use the past, present and future tense.</p> <p>I can use the determiners 'a' or 'an' according to whether the next word begins with a vowel.</p>	<p>I can use parentheses for actions during dialogue</p> <p>I can use simple and conversational language, reflecting how characters would speak in real life.</p>



<p>demonstrate factual knowledge</p> <p>I can use specific names of people and places.</p> <p>I can use statistics to inform</p> <p>I can use pronouns to refer back to the subject</p> <p>I can use comparative and superlative adjectives</p>	<p>I can use emotive / exaggerated language for effect.</p> <p>I can use rhetorical questions for effect</p> <p>I can use commas for lists</p>	<p>name, the girls' names]</p> <p>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</p> <p>I can start sentences with a simile</p>	<p>'next to', 'above', and 'with'.</p> <p>I can use the second person tense.</p> <p>I can use adverbs to direct how the actions should be completed</p> <p>I can use imperative verbs to indicate importance</p> <p>I can use technical / subject specific language for clarity</p>	<p>I can use the possessive pronouns, mine, yours and his</p> <p>I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</p> <p>I have secure use of compound sentences using coordinating conjunctions - linking ideas with 'and', 'for', 'or', 'nor' 'yet' and 'so'.</p> <p>I can use inverted commas and other punctuation to indicate direct and indirect speech. (Reporting Clause)</p> <p>I can use apostrophes to mark contracted forms.</p> <p>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)</p>	
---	--	---	---	---	--



<p>Transcription: Phonics and Spelling</p> <p>Common Exception Words</p>	<p>Suffixes: Adding the suffixes</p> <p>-tion: infect/infection celebrate/celebration mediate/mediation invent/invention vacate/vacation educate/education affection, station, emotion</p> <p>-cian: academician, beautician, dietician, electrician, magician, mathematician, musician, optician, politician, technician</p> <p>-sion: collision, comprehension, confusion, division, erosion, explosion, invasion, revision, television, tension</p> <p>-ssion: express/expression discuss/discussion emit/emission permit/permission admit/admission profession possess/possession</p>	<p>Suffixes: Adding the suffixes</p> <p>-ation: admiration, adoration, continuation, conversation, information, magnification, qualification, relaxation, fertilisation, sensation</p> <p>Possessive Apostrophes 1: babies, bees, boys, children, dogs, girls, ladies, men, mice, women</p> <p>CEW - Remembering the spelling /e/ at the end.</p> <p>breathe, imagine, increase, knowledge, minute, promise, purpose, sentence, strange, therefore</p> <p>Uncommon silent letters:</p> <p>climb, friend, heart, island, length, often,</p>	<p>Possessive Apostrophes 2: bikes', cattle's, ducks', gardeners', geese's, girls', hamsters', libraries', moose's, painters', sheep's, tents'</p> <p>Words spelt with the spelling sure at the end of the word: closure, composure, disclosure, enclosure, exposure, leisure, measure, pleasure, pressure, treasure</p> <p>Words spelt with the spelling ture at the end of the word: adventure, creature, fracture, literature, mixture, picture, puncture, sculpture, signature, temperature</p>	<p>Uncommon silent letters 2: answer, build, early, Earth, February, fruit, guard, guide, heard, learn</p> <p>The u sound using the /o/ spelling and the /you/ sound using the /u/ spelling combined: brother, love, money, mother, woman, February, particular, peculiar, popular, regular</p> <p>Adding the suffix /ous/: curious, poisonous, dangerous, famous, enormous, venomous, amphibious, thunderous, adventurous, glamorous</p>	<p>/ough/ spelling and /shun/ sound combined CEW words: although, enough, though, thought, through, mention, occasion, position, possession, question</p> <p>Prefixes - il, im, ir illegal, illegible, illogical, immortal, impatient, imperfect, impossible, irregular, irrelevant, irresponsible</p> <p>Prefixes - auto, anti, re, sub: anticlockwise, antiseptic, autobiography, automobile, interact, international, reappear, redecorate, submerge, subzero</p>	<p>CEW : Adding the suffix - ally: accident, accidentally, actual, actually, experiment, experimentally, natural, naturally, occasion, occasionally</p> <p>Homophones: berry, bury, fare, fair, grown, groan, knot, not, plain, plane</p> <p>Rare CEW words: breath, business, busy, caught, forward, height, pressure, quarter, special, women</p>
--	--	---	--	--	---	--



	mission, impress/impression percussion	strength, surprise, various, whole			
Transcription: Handwriting	<p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Continue to encourage correct pen/pencil grip and posture when writing.</p> <p>Diagonal joiners without ascenders:</p> <p>ai ee ie ea er in aw u or i g air</p>	Diagonal joiners with ascenders	<p>al ot sh ch mb ed</p>	<p><u>Horizontal joiners without ascenders</u> <u>Horizontal joiners from ascenders</u></p> <p>sa ss si ss or kn ly hi ki lo la nu ra fi wi wa ta ti lo ha di do</p>	