



Sandhurst Primary School Sequential Writing Curriculum: Shakespeare Class Year 4



Topic	Invasion		Misty Mountain, Winding River		Ancient Civilisations	
Key Texts and Contexts	The Sagas of Erik the Viking by Terry Jones	Performance (Christmas performance) In Flanders Fields by John McCrae The Viking and Anglo-Saxon Struggle for England by Claire Throp	King of the Cloud Forest by Michael Morpurgo (Class Assembly)	King of the Cloud Forest by Michael Morpurgo Rivers and Mountains by Joanna Brundle This Morning I Met a Whale by Michael Morpurgo	Daily Life in Ancient Sumer by Nick Hunter Secrets of a Sun King by Emma Carroll	Secrets of a Sun King by Emma Carroll Ancient Egypt, Tales of Gods and Pharaohs by Marcia Williams
Term Focus and Genre	Term 1 Character description; <i>Erik the Viking</i> Setting Description; <i>Viking Saga</i> Imaginative story: <i>Viking Saga</i> Playscripts: <i>Anglo-Saxons Children can...</i>	Term 2 Poetry: <i>Remembrance</i> Poetry: <i>Sea Creature</i> Diary entry: <i>Invader</i> Imaginative story: <i>Christmas Children can...</i>	Term 3 Setting description: <i>of the mountains</i> Biography: <i>Edmund Hillary</i> Persuasive: <i>Do Yetis exist?</i> Character description: <i>Yeti Children can...</i>	Term 4 Diary entry: <i>Stuck in the mountains</i> Imaginative story: <i>Alice in Wonderland</i> Newspaper: <i>This morning, I met a whale – Whale stranded in London Children can...</i>	Term 5 Poetry: <i>Sumerian temple hymns</i> Newspaper report: <i>Finding the feet!</i> Informal letter: <i>From Professor Selim Children can...</i>	Term 6 Argument: <i>Should Lil travel to Egypt to return the jar?</i> Instructions: <i>Mummification</i> Story from another culture: <i>Ancient civilisations</i> Persuasive leaflet: <i>Windmill Woods Children can...</i>
Handwriting	<ul style="list-style-type: none"> Check and correct any errors in letter formation Ensure even sized lower-case letters 		<ul style="list-style-type: none"> Check that lines are spaced sufficiently so that descenders and ascenders do not touch Consider introducing ink pen – optional 		<ul style="list-style-type: none"> Build stamina and fluency to handwrite longer pieces 	
Phonics into Spelling	<ul style="list-style-type: none"> Adding the prefix mis- and revise un-, in-, dis- Words ending in zhuh spelt -sure The short u sound spelt ou Adding the prefix auto- Adding the suffix -ly Adding the prefix inter- Year 3/4 statutory spelling words (orange words) 	<ul style="list-style-type: none"> Words with ay sound spelt eigh, ei, ey Words ending in -ous Possessive apostrophe Words ending in zhun spelt -sion Adding il and revising un-, in-, mis-, dis- Year 3/4 statutory spelling words (orange words) 	<ul style="list-style-type: none"> Adding il and revising un-, in-, mis-, dis- The c sound spelt -que and the g sound spelt -gue Homophones Adding ir-to words beginning with r Adding the suffix -ion Year 3/4 statutory spelling words (orange words) 	<ul style="list-style-type: none"> Adding the suffix -ion the /s/ sound spelt c before e, i and the /l/ or /al/ sound spelt -le at the end of words; the /l/ or /le/ sound spelt -al at the end of words. the /i/ sound spelt y other than at the end of words words with the /sh/ sound spelt ch Commonly misspelled words Year 3/4 statutory spelling words (orange words) 	<ul style="list-style-type: none"> Consolidation of units from throughout the year. Consolidation of orange words. 	<ul style="list-style-type: none"> Use dictionaries to check the spellings of words.
Grammar/Terminology	<ul style="list-style-type: none"> common and proper Nouns: revise vowels and consonants 	<ul style="list-style-type: none"> Collective nouns Pronouns Expanded noun phrases 	<ul style="list-style-type: none"> vary position of the adverbial in a sentence, 	<ul style="list-style-type: none"> ensure correct use of determiners 	<ul style="list-style-type: none"> identify word class of words in 'human sentences' using word 	<ul style="list-style-type: none"> identify word classes in contexts which are challenging



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	<ul style="list-style-type: none"> • Determiners. • Identify and compose a range of sentence types, punctuating appropriately. • Revise the present perfect / past tense. • Collect nouns made from verbs using the suffixes . • Revise use of inverted commas (and commas) to indicate direct speech; identify direct and indirect speech. 	<ul style="list-style-type: none"> • Identify and use main clauses and subordinate clauses • Revising past tense verbs • Commas in a list • Using apostrophe for singular and regular plural nouns and irregular plural nouns. 	<p>ensuring correct use of comma</p> <ul style="list-style-type: none"> • using past tense verb forms as appropriate; secure spelling of verbs in progressive form. • model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?; • define meaning of a range of homophones; revise and expand understanding of further words with a prefix 	<ul style="list-style-type: none"> • identify prepositions in sentences • understand different sentence functions • cohesive devices • identify the tense of a challenging extract • revise use of apostrophe for omission, and ensure pupils know term 'contracted form' • define meaning of a range of homophones; revise and expand understanding of further words with a prefix 	<p>cards, including prepositions and determiners; identify possessive determiners</p> <ul style="list-style-type: none"> • independently make suitable choices of sentence type according to chosen genre. • discuss and evaluate chosen conjunctions. • maintain consistency of tense in narrative / report writing, explanation / instructions. • demarcate sentences with increasing security, including apostrophe for omission and possession. • refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing 	<ul style="list-style-type: none"> • independently make suitable choices of sentence type according to chosen genre. • make successful choices when composing sentences, according to the genre. • increasingly control a variety of verb forms in spoken and written contexts. • model regular use of a comma to separate main clause from subordinate clause. • refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing
Sentence Building Punctuation	<ul style="list-style-type: none"> • revise use of inverted commas (and commas) to indicate direct speech; clarify the difference when writing a playscript; identify direct and indirect speech when reading texts 	<ul style="list-style-type: none"> • revise use of comma to separate items in a list; revise use of apostrophe for singular and regular plural nouns; introduce apostrophe for irregular plural nouns e.g. <i>children's</i> 	<ul style="list-style-type: none"> • revise use of apostrophe for omission, and ensure pupils know term 'contracted form'; edit deliberate punctuation errors; add punctuation to dictated sentences 	<ul style="list-style-type: none"> • model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?; use punctuation fans during class game, to make best choice 	<ul style="list-style-type: none"> • demarcate sentences with increasing security, including apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation 	<ul style="list-style-type: none"> • during shared and guided writing activities, model regular use of a comma to separate main clause from subordinate clause; read sentence aloud to hear its sense
Sentence Building Construction	<ul style="list-style-type: none"> • All sentences demarcated • Successfully uses fronted adverbials to open sentences • Uses a range of tenses accurately, maintaining the chosen tense • Uses apostrophe for regular and irregular plurals 		<ul style="list-style-type: none"> • Commas between clauses • Commas after fronted adverbials • Includes dialogue within narratives • Varies position of the main clause within sentences, either before or after the subordinating clause 		<ul style="list-style-type: none"> • Uses a colon to introduce a long list • Writes more complex lists of longer items • Uses inverted commas accurately for dialogue 	
Text Building	<p>With some independence, organise paragraphs around a theme</p> <p>Create settings, characters and plot when writing stories, sometimes innovating with own ideas</p>	<p>Choose appropriate pronoun or noun within and across sentences, to aid cohesion and avoid repetition</p>	<p>Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity</p>	<p>Independently use fronted adverbials to open some sentences</p>	<p>Maintain correct tense to achieve cohesion, sometimes managing change of tense when required</p>	<p>Independently include headings and sub-headings in non-narrative writing</p>



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			Know and use some features of the chosen genre		Write poems in different forms e.g. haiku / list / free verse / narrative poetry	
Authorial Effect	<p>Read and discuss similar texts to consider the effect on the reader</p> <p>Experiment with words and their placement, including in poetry, discussing the effect of making changes</p> <p>Assess the effectiveness of their own and others' writing, and suggest/make improvements</p>	Use vocabulary to create mood and atmosphere e.g. of settings or feelings	Know the purpose of the writing and who the audience will be	Orally rehearse dialogue for effect; what does it tell the reader?	Experience and discuss formality within texts, and how it contrasts with informality	Use new and less familiar vocabulary to add further detail and interest