Year 4

Fiction and poetry text types

Stories with historical settings
Stories in imaginary worlds
Stories with issues and dilemmas
Plays and dialogue
Poem types eg. haiku, cinquain, prayers, alphabet and number poems, question and answer poems etc.

Non-fiction text types

Information texts
Adverts
Explanations

Terminology – words they will be learning during the year

Consolidate	Tense (past, present, future)
Punctuation	Connective
Finger spaces	Conjunction
Letter	Preposition
Word	Determiner/ generaliser
Sentence	Clause
Full stops	Subordinate clause
Capital letter	Relative clause
Question mark	Relative pronoun
Exclamation mark	Alliteration
Speech bubble	Simile – 'as'/ 'like'
'Speech marks'	Synonyms
Direct speech	
Inverted commas	**Introduce:**
Bullet points	Pronoun
Apostrophe (contractions only)	Possessive pronoun
Commas for sentence of 3 – description, action	Adverbial
Colon - instructions	Fronted adverbial
Singular/ plural	Apostrophe - possession
Suffix/ Prefix	
Word family	
Consonant/Vowel	
Adjective / noun	
Verb / Adverb	
Bossy verbs - imperative	

Word structure / Vocabulary development	Sentence structure	Text structure
Prepositions *at underneath since towards beneath beyond* Conditional modals- *could, should, would* Comparative and superlative adjectives e.g. *small…smaller…smallest good…better…best* Proper nouns e.g. *Monday, Jessica, October, England* **Apostrophes** to mark singular and **plural possession** (e.g. *the girl's name, the boys' boots*) The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. *we were instead of we was, or I did instead of I done*)	**Types of sentences** **Long sentences** to enhance description or information. **Short sentences** to move events on quickly e.g. *It was midnight.* *It's great fun.* **Start with a simile** e.g. *As curved as a ball, the moon shone brightly in the night sky.* *Like a wailing cat, the ambulance screamed down the road.* **Secure use of simple / embellished simple sentences** **Secure use of compound sentences (coordination)** using coordinating conjunctions: *and / or / but / so / for / nor / yet* **Develop complex sentences (subordination)** **Main and subordinate clauses** with range of subordinating conjunctions. **Introduce:** **Commas** to mark clauses **Full punctuation for direct speech:** Comma between direct speech and reporting clause e.g. *"It's late," gasped Cinderella!* Verb + adverb - *"Hello," she whispered shyly.* -**'ed' clauses as starters** e.g. *Frightened, Tom ran straight home to avoid being caught.* *Exhausted, the Roman soldier collapsed at his post.* **Expanded -'ing' clauses as starters** e.g. *Grinning menacingly, he slipped the treasure into his rucksack.* *Hopping speedily towards the pool,*	**Fiction:** **Secure use of planning tools:** e.g. story map /story mountain /story grids /'Boxing-up' grids. Consolidate children's understanding of the 5 parts of a story and of paragraphs to organise ideas into each story part. • Introduction – detailed description of setting or characters and some action • Build-up –include suspense towards the problem or dilemma • Problem / dilemma –include detail of actions / dialogue • Resolution - should link with the problem • Ending – clear ending should link back to the start; show how the character or situation has changed from the beginning. **Paragraphs** to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma. **Non-Fiction** **Secure use of planning tools:** Text map/ washing line/ 'Boxing –up' grid **Paragraphs** to organise ideas around a theme • Logical organisation • Group related paragraphs • Develop use of a topic sentence • Link information within paragraphs with a range of connectives. • Use of bullet points, diagrams

the frog dived underneath the leaves.	**Introduction**
	Middle section(s)
Drop in –'ing' clause e.g.	**Ending :** to Include personal opinion,
Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.	response, extra information, reminders, question, warning, encouragement to the reader.
Sentence of 3 for action e.g. *Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.*	
Repetition to persuade e.g. *Find us to find the fun*	
Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	