



Year 4
SKILLS REVIEW

Year 4 Skill Review

<u>Narrative</u>	<u>Story Writing</u>	<u>Letters</u>	<u>Plays & Dialogue</u>
<p>Adventure, Mystery, Historical fiction Science Fiction, Fantasy/ Imaginary Worlds, Contemporary Fiction, Dilemma Stories, Myths & Legends, Fables, Traditional & Cultural Tales, Fairy Tales</p>		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>I wrote my address on the right-hand side and put the date I wrote dear . . . followed by a comma In the first paragraph I explained why I was writing In the second paragraph I wrote about . . . In the third paragraph I wrote a closing statement asking for a reply I ended using ‘yours sincerely’ or an informal phrase for family and friends I was polite I used some short sentences and some long sentences using conjunctions, for example, ‘because’, ‘but’ I used the first person (‘I’, ‘my’ ‘me’) I used capital letters for the names of people, places and titles</p> </div> <ul style="list-style-type: none"> • Analyze letters written for different purposes. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>It has a narrator The speakers’ names are on the left I have not used speech marks I started a new line for each new speech My play script has scenes I wrote stage directions in brackets I used adverbs and powerful verbs</p> </div> <ul style="list-style-type: none"> • Read and discuss stories, identifying the different characters and voices by using dramatized reading/puppets. • Identify the features and conventions of written dialogue, demonstrate and then write dialogue. • Compare this with a play based on the same story.

	<p style="text-align: center;">My story has:</p> <p style="text-align: center;">An introduction which sets the scene</p> <p style="text-align: center;">A build-up of problem/issue</p> <p style="text-align: center;">A dilemma shown by words like ‘perhaps’ or ‘maybe’</p> <p style="text-align: center;">A resolution and ending linked back to the introduction</p> <p>I described the characters by what they say and do</p> <p style="text-align: center;">I used paragraphs for each new idea</p> <p style="text-align: center;">Some of my chapters end with a ‘fiction hook’</p> <p>I started a new chapter for a change of setting or a new event</p> <p style="text-align: center;">I used interesting language</p> <p>I used connectives and commas to extend simple sentences</p> <p style="text-align: center;">I used apostrophes correctly</p> <p>My story involves the reader by using:</p> <ul style="list-style-type: none"> • some present tense • first person • rhetorical questions • I have focused on describing feelings • I have hooked the reader with a cliff-hanger • I have varied the length of my sentences 	<ul style="list-style-type: none"> • Identify the key language features and conventions of different types of letters. Review different types of sentence structure. • Model how to write letters for a specific audience and purpose. • Plan and write their own letters. 	<p>Write and perform play scripts based on familiar stories.</p> <ul style="list-style-type: none"> • Discuss the role of the narrator in stories and play-scripts. Take part in dramatised readings. • Identify conventions for punctuation and presentation of dialogue. Discuss what it reveals about characters’ feelings, motives and relationships. • Role-play dialogue between characters. • Compose new dialogue for characters using conventions for punctuating and presenting speech
	<ul style="list-style-type: none"> • Identify common features and themes in stories, analyse plots and suggest reasons for actions and events. • Investigate the different structures of stories and identify common themes. Ask children to identify the most exciting moment in a story and plot this 		

	<p>at the top of a mountain shape. Then plot the other key events. Compare the structure with other genres read and note similarities.</p> <ul style="list-style-type: none"> • Sequence the key events using lists, maps and storyboards and describe the key characters with reference to the text. • Identify with characters and make links with own experience when making judgements about their actions. Can they explain reasons why a character has behaved in a certain way? • Compare settings in different stories and analyse words and phrases used for description. • Identify and begin to use connectives to signal time, place and sequence in their own writing. Collect examples of words and phrases that do this in an exciting or dramatic way, for example, 'a moment later...' • Explore different types of sentences in a chosen genre. Highlight simple, compound and complex sentences in different colors and talk about their effects, for example a short sentence for dramatic effect: They were lost. Experiment in their own writing using sentences of different length. <p>Plan and write stories based on a familiar story theme/genre own experience using the structure (opening, dilemma/ conflict / problem, resolution, ending) to organise into paragraphs for each stage of the story and ensure that sequence is clear. Use 1st person and past tense consistently.</p>		
<p><u>Information Texts e.g. Leaflets, Discussion texts, Explanatory texts, Instructional texts, Persuasion texts, Non-chronological reports, Recounts</u></p>			

<p style="text-align: center;"><u>Non-Chronological Report</u></p> <p>My introduction included a general opening statement I organised my report in specific categories I ended with a conclusion I used the present tense (or past tense for historical report) I used the third person I used technical words</p> <ul style="list-style-type: none"> • Identify the main points in a report, and note how the information is arranged into paragraphs. Identify and explore language features (present tense, third person). • Children note information collected from reading more than one source and present it in the form of a non-chronological report. <p>Children can use clear language and presentational features to make and present their own oral presentation interesting of their report</p>	<p style="text-align: center;"><u>Instructions</u></p> <p>I started by stating the goal I listed the items needed I wrote instructions in sequenced steps I used numbers, bullet points or time connectives I added additional information in a separate box I used diagrams to make it clearer I put the verbs first and in the present tense</p> <p>My instructions are written in the second person I used clear, precise language</p>	<p style="text-align: center;"><u>Persuasive Argument</u></p> <p>I started by stating the issue and my opinion of it I supported my arguments with reasons and factual evidence I used logical and cause and effect connectives to link arguments in paragraphs I summarised my arguments I used some/all of the following persuasive devices:</p> <ul style="list-style-type: none"> • emotive language • rhetorical questions • cause and effect connectives • daring the reader to disagree making my opinions sound like facts <p><u>Persuasive advertisement, flyer or poster</u></p> <ul style="list-style-type: none"> • I started with a question • I placed the object or event being advertised in the centre • I put a concluding statement at the end • I tried to persuade my reader by using; <ul style="list-style-type: none"> • Slogans and wordplay <ul style="list-style-type: none"> • alliteration • repetition and rhyme • I grabbed attention by using different fonts, sizes and colours
<p style="text-align: center;"><u>Newspaper Report</u></p>	<p style="text-align: center;"><u>Discussion Texts</u></p>	<p style="text-align: center;"><u>Explanation and Information Books</u></p>

**My introduction sets the scene with the five Ws;Where? Why? Who? What? When?
I have recounted events in chronological order
My closing statement brings the writing to a conclusion
It has a neat last line to grab attention
It is in the past tense
I have used the third person
I have linked paragraphs using time connectives**

Children will learn to ask: *Who? What? Where? When? and Why?* In researching a news story for a written or oral report (simulated or factual).

Children will identify relevant information from a range of sources on paper and on screen and use this as a basis for both oral and written reporting.

When presenting news reports orally and in writing, they will discuss success criteria, give feedback to others and judge the effectiveness of their own work.

In discussing and writing about real or simulated events, children will need to imagine themselves in another person's situation.

**I have used a clear opening statement
I gave arguments for and against
I supported the arguments with evidence
I used a concluding statement
I used the present tense and third person
I linked arguments and paragraphs using connectives**

Children will identify the particular information, ideas and opinions offered in different texts, asking questions such as: *What does this particular writer think, and why? Do others think the same?*

Children will source, collate and analyse information, ideas and opinions offered in different texts and media presentations.

Children will examine a variety of arguments and discussions, weighing evidence and evaluating both effectiveness and appropriateness for context. The same elements will then be explored in terms of their own speaking and writing.

**My title 'How . . .' or 'Why. . .' indicates what I am writing about
My opening statement introduces the topic and addresses the reader
A series of logical steps explains how or why something happens
I have included a diagram
My concluding summary or statement relates the subject to the reader
I have given additional information in boxes
I have used the present tense
I have used time and causal connectives
My glossary explains technical language**

- Children can use their knowledge of the organizational features of explanation texts to find information quickly.
- Children can use examples of explanation texts to identify key features: the purpose, structure, language features and presentational features.
- Children can explain how ideas are developed in an explanation text.
- Children can recognize the structure and language features of an explanation in oral explanations.
- Children can orally explain a process or answer to a question using

			<p>language features of the text-type.</p> <ul style="list-style-type: none"> • Children use information collected from reading more than one source and present it in the form of an explanation text. • Children can write an explanation text from a diagrammatic plan, using the conventions of the text-type.
<p><u>Poetry</u></p> <p>Performance Poetry</p> <p>Shape Poetry & Calligrams</p> <p>Language Play</p> <p>Free verse</p> <p>Visual poems</p> <p>Structured poems</p>	<p>I copied rhythm and rhyme patterns where appropriate</p> <p>I used repetition for effect</p> <p>I used powerful verbs and adjectives</p> <p>I used some of the following:</p> <ul style="list-style-type: none"> • alliteration • personification • onomatopoeia • similes 	<ul style="list-style-type: none"> • Read and discuss a range of performance poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration and the use of oral language based on speech. • Select a poem with a distinctive pattern and, using this as a framework, model how to construct a poem using the same model and rhythm but with a different subject or focus. • Children work in groups to decide on the focus of their poem and gather ideas and possible words and phrases to include. They make use of rhyming dictionaries, either printed or on screen. • Groups then rehearse and perform their poems and evaluate each other's contributions. 	<ul style="list-style-type: none"> • Read, discuss and analyze a range of poems that play with language. These could include puns, riddles, nonsense verse, cautionary poems, word games, word puzzles, etc. • Provide opportunities for children to perform some of their favorite examples considering volume, pace, expression and the use of different voices. Play some poetry games with the children to generate nonsense phrases, unusual rhymes, unusual combinations of adjectives and nouns, etc. • Select a particular form and, in shared composition with the children, build up a poem that follows a model seen in the examples read earlier. • Write poetry that uses sound to create effects, for example onomatopoeia,

			alliteration, distinctive rhythms; <ul style="list-style-type: none">• Children then work in pairs or groups to devise their own poems and write them on screen
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<u>Speaking and Listening</u>	<ul style="list-style-type: none">• To organise and shape what they say, selecting relevant ideas and using appropriate vocabulary to interest their listeners• To organise and adjust what they say according to listeners' needs, including the use of spoken standard English when appropriate• To identify the main points of what has been said and ask questions to clarify meaning• To reflect on their own and others' speech and investigate how it varies• To take different roles and make relevant contributions in group discussion and role play• To explain their opinions and ideas, modifying them in the light of what they have heard• To use dialogue and discussion to build up and refine ideas collaboratively in groups• To convey action, themes and emotions through role play, improvisation and drama
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<u>Phonics & Spelling</u>		<ul style="list-style-type: none"> • Spell high and medium frequency words • Attempt to segment and spell unfamiliar words and recognise and apply common spelling patterns and conventions • Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words Spell words containing prefixes and suffixes, e.g. un, dis, ly, ful • Use apostrophe for omission, e.g. cannot • Double the final consonant e.g. win – winning • Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules
<u>Writing</u>	<u>Purpose & Organisation</u>	<ul style="list-style-type: none"> • Use planning to establish clear sections for writing • Use appropriate language to make sections hang together • Signal people, place and time to give coherence • Group related material together into paragraphs • To plan, discuss and review their work in order to improve it, including using ICT where appropriate • To combine written text with illustration, moving image and sound • To communicate with known audiences using ICT where appropriate • Discuss and draft how paragraphs, bullets, screen layout and headings are used to organise and link ideas, and to use these in their own work • To form letters correctly and type accurately <p>To create and shape their writing for different readers, choosing appropriate vocabulary</p>
	<u>Process</u>	<ul style="list-style-type: none"> • To generate and collect suitable words and phrases before writing collaboratively

	<u>Style</u> <u>Language</u> <u>effects</u> <u>Sentence</u> <u>structure</u> <u>and</u> <u>Punctuation</u>	<ul style="list-style-type: none">• To recognise and use different sentence constructions and write using simple and compound sentences• Use capital letters and full stops when punctuating sentences.• Compose sentences using tense consistently (present and past)• Compose sentences using adjectives, verbs and nouns for precision, clarity and impact.• Use question marks, and use commas to separate items in a list.• Use exclamation marks and speech marks accurately• Show relationships of time, reason and cause through subordination and connectives• To discuss how punctuation affects meaning, clarifies structure and represents pace and emphasis
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