



Curriculum Information

Year Four - Writing



WESTFIELD PRIMARY

Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



A pupil following Westfield's Y4 writing curriculum...

Writing Transcription
I can spell further homophones (see appendix)
I can spell words that are often misspelt (English Appendix 1)
I can place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
Writing Handwriting
I can 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
I can increase the legibility, consistency and quality of my handwriting
Writing Composition
I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar
I can discuss and record ideas
I can organise paragraphs around a theme
In narratives, I can create settings, characters and plot
In non-narrative material, I can use simple organisational devices [for example, headings and sub-headings]
I can assess the effectiveness of my own and others' writing and suggesting improvements - editing stage
I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - editing stage
I can proof-read for spelling and punctuation errors
Writing Vocabulary
I can use conjunctions to express time
I can use conjunctions to express cause
Writing Grammar
I can use fronted adverbials
I can differentiate between plural and possessive s
I can use standard English verb inflections e.g. I did v I done
I can use extended noun phrases
I can use extended noun phrases with prepositions
I can make appropriate choices of pronoun to create cohesion and avoid repetition
Writing Punctuation
I can use commas after fronted adverbials
I can indicate possession by using the possessive apostrophe with singular and plural nouns
I can use and punctuate direct speech (including punctuation within and surrounding inverted commas)