

I am a clever writer.

End of September



January

Keeping things simple and doing them well.

I am a Clever Writer is a skills-based approach to teaching writing.

STAR WRITE
I.O. To read the story of Elmer 25/9/25

I am a CLEVER WRITER because I can use:

Think, say and remember a sentence	<input checked="" type="checkbox"/>	use finger spaces	<input checked="" type="checkbox"/>
use capital letters	<input checked="" type="checkbox"/>	use full stops	<input checked="" type="checkbox"/>

ELMER
is wocudic multi coloured

ELMER
Zel h fell in
the puddle
rain cum to
ELMER

f Elmer (Aa)

STAR WRITE
Thursday 22nd January

I am a CLEVER WRITER because I can use:

I can say, remember and write a sentence	<input checked="" type="checkbox"/>	Capital letters	<input checked="" type="checkbox"/>
Finger spaces	<input checked="" type="checkbox"/>	Full stops	<input checked="" type="checkbox"/>
I or we	<input checked="" type="checkbox"/>	Letters on the line	<input checked="" type="checkbox"/>

Word bank (openers)

I ✓ We ✓ First ✓ Then ✓ Next ✓ Finally ✓
After that ✓ It ✓ He ✓ She ✓ They ✓

I ✓ Met a brown
fox brown owl. It ✓ was
cute ✓ We ✓ Saw a shine shiny
cockroach. Then ✓ we ✓ Slime ✓ Saw
gecko a Slime gecko. Next ✓
Saw a amazing ✓ We ✓ Saw
an amazing Snake. ✓
After that ✓ We ✓ Saw
a cute baby lesser
ferret. ✓ Finally ✓ We ✓
Saw a cool baby skunk.






HARBORNE PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 4

Spring 1

Science- Sound

Geography – Rivers and the Water Cycle

Ongoing skill- Start a new paragraph when the setting, action or time change in narrative writing.
Choose the most appropriate nouns.

Text and Genre	Setting Description -Paragraph describing woodland and paragraph describing city 	Retell- The Bear and the Piano 	Retell- Along the Tapajos (Opening Section) 	Diary Entry- The Rescue 	Biography -Benjamin Zephaniah 
	What did they see? Simile as a sentence opener Show don't tell to convey a character's emotion Beginning to use personification to describe things in my writing	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Limited speech-no conversations	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Limited speech-no conversations	Introduction to set the scene and create atmosphere. Events described from the author's perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don't tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs) Use a rhetorical question with a subordinating conjunction	Includes feeling about times and occasions in their life
Year 4 Genre Progression	Handwriting- Use a consistent and efficient style of handwriting				
Year 4 Grammar and	Use prepositions as fronted adverbials and include an adjective to give the reader more information.	Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end).	Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end).	Use the acronym FANBOYS to help me remember coordinating conjunctions (All of Year 3 + for, nor).	Use a wider a range of conjunctions for cause.

Writing spine created linked to topics in school.

Picture books used across the whole school to ensure low cognitive load.

How do we teach writing.

Skills lessons

Children learn the new skill and practice in the context of the book.

Embed lessons

Children embed the new skill / skills with previous skills.

Star write

Children have the opportunity to write at length applying the skill they have learnt alongside previous skills.

I do, we do, you do.

Star words

Vocabulary knowledge is widely considered the greatest indicator of academic and occupational achievement.

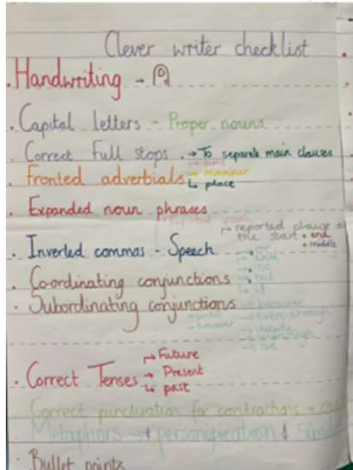
“Vocabulary is built through robust, purposeful explicit Instruction”. DFE The Writing Framework, July 2025



Wagoll – What a good one looks like.

Checklists – these are all the skills displayed taught so far. These are displayed on the working walls.

Working Walls – this has all the tools which a child might need to help them write their piece.

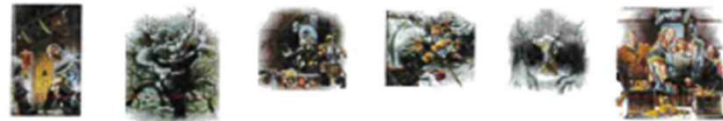


What is age related expectation?

- write for a range of purposes and audiences with an increasing awareness of appropriate language and form
- create settings, characters and plot in narrative
- use speech punctuation correctly most of the time use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)
- use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)
- use the range of punctuation taught up to and including Y4 mostly correctly (e.g. commas after adverbials; use of apostrophe)
- spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings
- write legibly with joined handwriting and with increasing fluency, paying attention to size and spacing

U.O: Star Write! Embed verbs to convey action in a retell.

Star Write		
I am a clever writer because I can use:		
Capital letters and full stops	✓	✓
Exclamation marks	✓	✓
Ambitious adjectives	✓	✓
Subordinating conjunctions because, when, as	✓	✓
Fronted adverbials FA,	✓	✓
Use verbs to convey action	✓	✓



Darkness fell across Denmark. Waiting eagerly, Beowulf and his brave warriors plotted their plan for battle. Eagerly, Beowulf decided that he would sacrifice his sharp, silver sword.

Across the dark, foggy moors, Grendel emerged from his swamp because he was angry at the noise. He was hungry for flesh!

Once Grendel got to the great hall, he tore the splintered, wooden door down. Beowulf pounced backwards and nearly tripped. Grendel was looking around for his next prey.


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- What is greater depth?
 - write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
 - develop character through description, actions and dialogue
 - begin to make choices about using sentences of different lengths and types improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).
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N.O. Star Write! Embed verbs to convey action in a retell.

Star Write

I am a clever writer because I can use:

Capital letters and full stops	✓	✓
Exclamation marks	✓	✓
Ambitious adjectives	✓	✓
Subordinating conjunctions because, when, as	✓	✓
Fronted adverbials FA,	✓	✓
Use verbs to convey action ✓	✓	✓



Without hesitation, Beowulf prepared bravely for the biggest battle yet. Beowulf plotted the plan with the Geats to defeat the horrible nasty beast because the Danes wanted the monster dead! Beowulf was so ^{strong} brave so he sacrificed his ~~substance~~ ^{strength}.

Angrily, Grendel emerged from his slimy, damp lair because of all the loud noise that was coming from the magnificent Great Hall.

Furiously, Grendel brandished his sharp claws and snatched the brows, splintered drawbridge and walked into the Great Hall ready for a meal.

How can you help at home?

- *Read widely and often*
 - *Talk about the meanings of new words and find better words when creating sentences*
 - *Encourage children to form a sentence and hold the sentence in their head*
 - *Write frequently and informally – shopping list, role play, postcards*
 - *Letter formation*
 - *Retell stories orally and enjoy finding exciting words to use*
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