

Year 4 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Promote a love of Reading One Dog and his Boy, Where Zebra's Go, The Great Chocoplot, Max and the Millions				Poetry	Black History Month: Martin Luther King, Ernest Everett		
Aut 1	Narrative To plan and write their own version of a familiar story with focus on varied and rich vocabulary and a range of sentence structures. Transform for GDS Add character descriptions designed to provoke sympathy or dislike in the reader.	Narrative To plan and write their own version of a familiar story with focus on varied and rich vocabulary and a range of sentence structures. Transform for GDS Add character descriptions designed to provoke sympathy or dislike in the reader.	Recount Write a recount in the 1st person with a clear audience and form eg. A day in the life of a Roman Soldier for children. Transform for GDS Make a change to the person it is written in, the audience or form and chose what text and language features to use.	Recount Write a recount in the 1st person with a clear audience and form eg. A day in the life of a Roman Soldier for children. Transform for GDS Make a change to the person it is written in, the audience or form and chose what text and language features to use.	Compare and contrast poems on similar themes, particularly their form and language discussing personal responses and preferences. Recognise some different forms of poetry, e.g, free verse explaining features and purposes. Understand the following terms and identify them in poems, verse, chorus, couplet, stanza, rhyme, rhythm, alliteration.	Narrative : Small Things (Picture book) To write a story in the third person organised into paragraphs ensuring that the sequence is clear. Some basic dialogue included. Transform for GDS Revise how the sequence of the story is expressed through conjunctions adverbs and prepositional phrases.	Non Chronological Report Write a report with a clear audience and specific form. Transform for GDS Change the style and form of the report eg. Recount events as a diary entry.	Non Chronological Report Write a report with a clear audience and specific form. Transform for GDS Change the style and form of the report eg. Recount events as a diary entry.
	Immigration / Refugee / Interfaith Journey to J'burg / Boy Giant / A House Without Walls				Christmas Dear Santa-saur (Picture book)	Traditional tales The Velveteen Rabbit / The Fisherman and His Wife / How The Camel Got His Hump / The Children Of Green Knowe,		
Aut 2	Narrative Plan and write a complete story by identifying stages in the telling: introduction, build-up, climax, or conflict resolution. Transform for GDS Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tensions and impact on the reader.	Narrative Plan and write a complete story by identifying stages in the telling: introduction, build-up, climax, or conflict resolution. Transform for GDS Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tensions and impact on the reader.	Remembrance Poetry Describe a poem's impact and explain own interpretation by referring to the poem. Identify and discuss the powerful words that are linked to the senses. Explore Kenning poems noting structure and the use of metaphor and description.	Narrative Plan and write a complete story by identifying stages in the telling: introduction, build-up, climax, or conflict resolution. Transform for GDS Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tensions and impact on the reader.	Letters: Write a formal letter to Father Christmas. Show understanding of paragraphs, punctuation and formality. Transform to GDS Use wide range of co-ordinating and subordinating conjunctions with and across sentences, begin to use relative clauses.	Narrative Plan a complete story focussed on organisational devices eg. Times of the day, repeated words and phrases, adverbial phrases and use of pronouns. Transform to GDS Experiment with using different organisational devices with some attempt to link paragraphs together.	Narrative Plan a complete story focussed on organisational devices eg. Times of the day, repeated words and phrases, adverbial phrases and use of pronouns. Transform to GDS Experiment with using different organisational devices with some attempt to link paragraphs together.	
	Chinese New Year The Story of Our Holidays: Chinese New year		Diversity and Stereotypes : Pride Month Bills New Frock / Daddy, Pappa and Me/ Pride					
Spring 1	Explanation Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience. Transform to GDS Write same explanation in an informal style noting the change of audience and form to suit the text.	Explanation Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience. Transform to GDS Write same explanation in an informal style noting the change of audience and form to suit the text.	Narrative Plan and write a longer story including details of settings using figurative language to evoke mood and atmosphere. Transform for GDS Transform the narrative through a change in atmosphere, varying the vocabulary to support it.	Narrative Plan and write a longer story including details of settings using figurative language to evoke mood and atmosphere. Transform for GDS Transform the narrative through a change in atmosphere, varying the vocabulary to support it.	Narrative Plan and write a longer story including details of settings using figurative language to evoke mood and atmosphere. Transform for GDS Transform the narrative through a change in atmosphere, varying the vocabulary to support it.	Narrative Plan and write a longer story including details of settings using figurative language to evoke mood and atmosphere. Transform for GDS Transform the narrative through a change in atmosphere, varying the vocabulary to support it.		

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	Traditional Tales Wind in the Willows, Charlottes Web, Mary Poppins				Poetry			
Spring 2	<u>Narrative</u> Write in role as the character from a story. Transform for GDS Change the narrative voice or write from two perspectives.	<u>Narrative</u> Write in role as the character from a story. Transform for GDS Change the narrative voice or write from two perspectives.	<u>Narrative</u> Write in role as the character from a story. Transform for GDS Change the narrative voice or write from two perspectives.	<u>Narrative</u> Write in role as the character from a story. Transform for GDS Change the narrative voice or write from two perspectives.	Explore discuss and describe a specific rhyming form e.g. a rap. Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to read these out effectively. Use actions, sound effects, musical patterns and images to enhance a poem's meaning.			
	Our Planet The Adventures of a Plastic Bottle, / One Plastic Bag / / Generation Hope				SEND and Personal difficulties What Stars are Made of/ Goldfish Boy			
Sum 1	<u>Non Chronological Report</u> Write a comparative report based on their own notes taken from several sources. Transform to GDS Turn the report into a clear form with a different audience e.g fact file, webpage, entry into non-fiction book.	<u>Non Chronological Report</u> Write a comparative report based on their own notes taken from several sources. Transform to GDS Turn the report into a clear form with a different audience e.g fact file, webpage, entry into non-fiction book.	<u>Persuasion</u> Write an advertisement focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices. Transform to GDS Change the advert into a different form e.g.. Poster to TV advert changing organisational devices, use of vocabulary and linguistic devices.	<u>Persuasion</u> Write an advertisement focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices. Transform to GDS Change the advert into a different form e.g.. Poster to TV advert changing organisational devices, use of vocabulary and linguistic devices.	<u>Recount</u> Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately. Transform for GDS Same recount in a different form and style eg. Recount events as a diary.	<u>Recount</u> Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately. Transform for GDS Same recount in a different form and style eg. Recount events as a diary.	<u>Recount</u> Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately. Transform for GDS Same recount in a different form and style eg. Recount events as a diary.	
	Promote a love of reading Who Let the God's Out, The Butterfly Lion, The Graveyard Book, The Train to impossible Places.							
Sum 2	<u>Instructions</u> Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audiences. Transform for GDS Explore a range of organisational devices and use to transform the instructions evaluating the effectiveness	<u>Instructions</u> Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audiences. Transform for GDS Explore a range of organisational devices and use to transform the instructions evaluating the effectiveness	<u>Instructions</u> Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audiences. Transform for GDS Explore a range of organisational devices and use to transform the instructions evaluating the effectiveness	<u>Narrative</u> Plan and write a story with a strong central character using 'show not tell' techniques to provide information to the reader about that character Transform for GDS Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.	<u>Narrative</u> Plan and write a story with a strong central character using 'show not tell' techniques to provide information to the reader about that character Transform for GDS Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.	<u>Narrative</u> Plan and write a story with a strong central character using 'show not tell' techniques to provide information to the reader about that character Transform for GDS Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.		

Year 4 Writing Overview

YEAR FOUR	TERM ONE	TERM TWO	TERM THREE
Writing Assessment Key Performance Indicators	KPIs On-track for Expected Standard (EXS) - Plan and write their own version of a familiar story with a focus on varied and rich vocabulary - Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution. - Write a recount in the 1st person with a clear audience and form - In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices e.g. puns, alliteration, invented words - Organise into paragraphs around a theme and for different sections of a story. - Include descriptive and expanded noun phrases to evoke setting and make it more vivid - Use of varied and rich vocabulary drawn from reading - Begin to use fronted adverbials - Use inverted commas accurately to punctuate direct speech - Begin to use sentences with more than one clause - Spell some words from Year 3/4 correctly and spell words in contracted form correctly - Consistently use joined writing	KPIs On-track for Expected Standard (EXS) - Plan a complete story focussed on organisational devices - Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. - Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience - Write a report with a clear audience and specific form - Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose - Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately - Use present, past, progressive and perfect tense verb forms mostly accurately - Use pronouns and nouns to aid cohesion and avoid repetition - Confidently use fronted adverbials using a comma after the fronted adverbial - Begin to use relative clauses - Develop the use of sentences with more than one clause	KPIs Expected Standard (EXS) - In narratives, write in role and describe settings and characters using "show not tell" techniques - Write a recount in the form of a newspaper report. - Write a comparative report based on their own notes taken from several sources. - Use a range of devices to structure the writing and support the reader based on the form and purpose. - Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) - Use fronted adverbials including the correct use of a comma - Develop the use of sentences with more than one clause by using a wider range of conjunctions - Effectively use conjunctions, adverbs and prepositions to express time, cause and place - Spell correctly most words from the year 3/4 spelling list - Use joined-up writing throughout all independent writing - Make simple additions, revisions and proof-reading corrections to their own writing
	KPIs On-track for Greater Depth (GDS) - Use character descriptions designed to provoke sympathy or dislike in the reader - Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader. - Adapt or maintain writing in the 1st and 3rd person. - Select form of writing and make vocabulary and grammar choice based on audience.	KPIs On-track for Greater Depth (GDS) - Write effectively for the purpose and audience, selecting language that shows good awareness of the reader - Independently choose to use a range of organisational and cohesive devices to help structure texts - Use a range of conjunctions to support cohesion within writing - Adapt style of writing based on a change to audience and form. - Select own success criteria - Explore and manage the shifts between past and present tense appropriately within information texts. - Use a range of descriptive techniques to manage changes in mood and atmosphere.	KPIs Greater Depth (GDS) - Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form. - Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood. - Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation - Consistently use a range of conjunctions to support cohesion - Use a range of precise vocabulary - Consistently produce legible joined handwriting - Evaluate and re-draft own writing, proposing changes to grammar and vocabulary