

Year 4 English Writing Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>												
Text	The Dream Giver (Fantasy Story)	Alba the hundred year old fish (Dilemmas)												
Writer's Role	Author	Environmentalist												
Audience and Purpose	Purpose: To re tell a story and entertain Audience: Teacher and classmates	Purpose: To persuade Audience: Local community												
Text Types	Character description, setting description, diary entry, poem.	setting description, a message in a bottle, the great pacific garbage path, and information board.												
Unit Outcome	<table><tr><th>Writing outcome</th><th>GDS outcome</th></tr><tr><td>To write own version of 'The Dream Giver'</td><td>To innovate their own adventure story based on the Dream Giver</td></tr></table>	Writing outcome	GDS outcome	To write own version of 'The Dream Giver'	To innovate their own adventure story based on the Dream Giver	<table><tr><th>Writing outcome</th><th>GDS outcome</th></tr><tr><td>To write a blog using paragraphs and the possessive apostrophe</td><td>To add graphics and use adverbs</td></tr></table>	Writing outcome	GDS outcome	To write a blog using paragraphs and the possessive apostrophe	To add graphics and use adverbs				
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Cross Curricular Writing Opportunities	History – Tudors: Character description of Henry VIII by using evidence from artefacts and sources to describe appearance and personality.	Computing - Use Google Document to write an information report about an animal. PSHE - Character profile about Nelson Mandela or any famous person from Africa.												
Focus writing objectives	- Expanded noun phrases (modifying adjectives, nouns and prepositional phrases). - Writing demonstrates appropriate use of: Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was). - Punctuation at Y3 standard is used correctly: Full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in lists, apostrophes for contracted forms (e.g. don't). - Some use of determiners to give more detail about nouns (e.g. the, a, his, this, my, her, some)	- Recognise the grammatical difference between plural and possessive 's' - Indicate possession by using the possessive apostrophe with plural nouns - Organise paragraphs around a theme - Build a varied and rich vocabulary - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences												
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	imagine believe island calendar Village Town Golden Eggs	Protect Search
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	<u>Spring 1</u>	<u>Spring 2</u>								
Texts	Escape from Pompeii (Historical settings)	Leon and the Place Between (Adventure Story)								
Writer's Role	Historian	Author								
Audience and Purpose	Purpose: To entertain and relay facts Audience: Teacher and classmates	Purpose: To write an adventure story Audience: Reception Class								
Text Types	Character description, setting description, short passage with dialogue, newspaper article, adventure story	Setting Description, Character Description, Dialogue between two characters, To write their own adventure story.								
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Cross Curricular Writing Opportunities	PSHE - An information leaflet about healthy eating and an exercise guide. Geography - Volcano survival guide									
Focus writing objectives	1. Use different ways, including fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later/Inside the castle/Suddenly). 2. Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect). 3. Make appropriate additions, revisions and corrections when proofreading and editing. 4. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower. She gave it to her mum.).	1. Create setting, characters and plot in narrative writing including: Developing settings using adjectives and figurative language to evoke time, place and mood. 2. Create setting, characters and plot in narrative writing including: Using details to build character descriptions and evoke a response. 3. Use paragraphs to organise and sequence more extended narrative structures. 4. A range of punctuation is used, mostly accurately including: Use of inverted commas and other punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker).								
WD Objectives	• Greater awareness of the reader, including good control of varied and rich vocabulary. • Use suffixes and prefixes accurately. • Evaluate and edit confidently the effectiveness of word choice, grammar and punctuation in writing.	• Greater awareness of the reader, including good control of varied and rich vocabulary. • Use suffixes and prefixes accurately. • Evaluate and edit confidently the effectiveness of word choice, grammar and punctuation in writing. • The full range of punctuation taught so far is used accurately including apostrophes for singular possession, inverted commas for speech, commas								

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	<u>Summer 1</u>	<u>Summer 2</u>								
Texts	The Egyptian Echo, Ancient Egypt:Tales of Gods and Pharaohs, The Story of Tutankhamun (Non Fiction)	The Vanishing Rainforest Non - Fiction								
Writer's Role	Historian	Reporter								
Audience and Purpose	Purpose: To relay non fiction information Audience: Teacher and classmates	Purpose: To persuade Audience: The school council								
Text Types	<u>Non – Fiction:</u> Factfile, advertisement about visiting Egypt, Report, Make a Museum Board.	<u>Non – Fiction:</u> descriptive paragraph, clear report, explanation paragraph, short, persuasive letter, narrative story.								
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Cross Curricular Writing Opportunities	<u>History -</u> Instructions on how to mummify a body	<u>Geography -</u> To write a comparison report on life here and life in the rainforest. <u>Science -</u> Create an information poster on how we can help to protect our local habitats.								

Focus writing objectives	1. Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures. 2. Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation. 3. Use simple organisational devices, including headings and subheadings to aid presentation. 4. Use paragraphs to organise information and ideas around a theme.	1. Use simple organisational devices, including headings and subheadings to aid presentation. 2. Use paragraphs to organise information and ideas around a theme. 3. Use different ways, including fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later/Inside the castle/Suddenly). 4. Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures.												
WD Objectives	• Greater awareness of the reader, including good control of varied and rich vocabulary. • Evaluate and edit confidently the effectiveness of word choice, grammar and punctuation in writing. • Use suffixes and prefixes accurately (refer to Year 3/4 spelling appendix). • The full range of punctuation taught so far is used accurately including apostrophes for singular possession, inverted commas for speech, commas after fronted adverbials and growing accuracy of apostrophes for plural possession. • Paragraphs are used with control in both narrative and non-fiction, demonstrating a wider range of fronted adverbials.	• Greater awareness of the reader, including good control of varied and rich vocabulary. • Evaluate and edit confidently the effectiveness of word choice, grammar and punctuation in writing. • Use suffixes and prefixes accurately (refer to Year 3/4 spelling appendix). • The full range of punctuation taught so far is used accurately including apostrophes for singular possession, inverted commas for speech, commas after fronted adverbials and growing accuracy of apostrophes for plural possession. • Paragraphs are used with control in both narrative and non-fiction, demonstrating a wider range of fronted adverbials.												
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Cruise,
Adventure,
Temples, Town,
Streets, Golden
Sands, Camel,
Dunes,
Treasures,
Ruins, Lifeline,
Culture,
History,
Markets,
Architecture,
Wonders,
Embark

Words related
to threats:
deforestation,
endangered,
conservation,
habitat loss,
pollution