

Writing Overview: Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text: Harley Hitch		Text: Dragon Mountain		Text: Armistice Runner	
Poetry: Robot poem		Poetry: Tell me a dragon Jackie Morris			
Purpose: To entertain Narrative: Conquering the monster tale T4W Focus: <i>Setting</i> Objectives: <ul style="list-style-type: none"> To be able to write a narrative with a clear structure, setting and plot. To be able to organise paragraphs around a theme To be able to use fronted adverbials To be able to use commas after fronted adverbials To be able to assess the effectiveness of their own and others' writing and suggesting improvements To be able to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures To be able to proof-read for spelling and punctuation errors To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	Purpose: To entertain Narrative: Meeting tale T4W Focus: <i>Characterisation</i> Objectives: <ul style="list-style-type: none"> To be able to write a narrative with a clear structure, setting and plot. Be able to compose quality sentences, with a varied and rich vocabulary and a range of structures, including with more than one clause. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Be able to use direct speech in writing and punctuates it correctly. Use inverted commas and other punctuation. Use apostrophes to mark plural possession accurately. To be able to assess the effectiveness of their own and others' writing and suggesting improvements To be able to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures To be able to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences To be able to proof-read for spelling and punctuation errors To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	Purpose: To entertain Narrative: Journey tale T4W Focus: <i>Action</i> Objectives: <ul style="list-style-type: none"> To be able to understand a narrative with a clear structure, setting and plot. To be able to know the generic structure of a journey tale. To be able to use ed clauses To be able to use sentences of 3 (action) To be able to use short sentences To be able to assess the effectiveness of their own and others' writing and suggesting improvements To be able to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures To be able to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences To be able to proof-read for spelling and punctuation errors To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	Purpose: To entertain Narrative: Warning tale T4W Focus: <i>Speech</i> Objectives: <ul style="list-style-type: none"> Be able to use direct speech in writing and punctuates it correctly. Be able to use inverted commas and other punctuation to indicate direct speech accurately. Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition To be able to assess the effectiveness of their own and others' writing and suggesting improvements To be able to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures To be able to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences To be able to proof-read for spelling and punctuation errors To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	Purpose: To entertain Narrative: Wishing tale T4W Focus: <i>Opening/Build-up</i> Objectives: <ul style="list-style-type: none"> Plan opening using: Description /action Paragraphs: to organise each part of story, to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Use apostrophes to mark plural possession accurately, e.g. boy's, boys' Expand noun phrases using adjectives and propositional phrases (e.g. 'the teacher' becomes 'the strict maths To be able to assess the effectiveness of their own and others' writing and suggesting improvements To be able to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures To be able to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences To be able to proof-read for spelling and punctuation errors To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	Purpose: To entertain Narrative: Losing tale T4W Focus: <i>Suspense</i> Objectives: <ul style="list-style-type: none"> To be able to use dialogue extended with verb/adverb To be able to use short sentences to move events on quickly To be able to assess the effectiveness of their own and others' writing and suggesting improvements To be able to use conjunctions, adverbs and prepositions to express time and cause To be able to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures To be able to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences To be able to proof-read for spelling and punctuation errors To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

<p>Purpose: To inform Non-narrative: Information Text</p> <p>Objectives:</p> <ul style="list-style-type: none"> To know when to use organisational devices, such as headings and sub-headings. Be able to compose quality sentences, with a varied and rich vocabulary and a range of structures, including with more than one clause. Be able to make uses of connectives, such as if/although/though/ before/while. To be able to use a simile To be able to use comparative and superlative adjectives To be able to use paragraphs, introduced with topic sentences. To be able to use subordinating conjunctions to begin subordinate clauses (for complex sentences). 	<p>Purpose: To inform Non-narrative: Instructions</p> <p>Objectives:</p> <ul style="list-style-type: none"> To be able to compose quality sentences, with a varied and rich vocabulary and a range of structures, including with more than one clause. Be able to write in paragraphs. To know when to use organisational devices, such as headings and sub-headings. To be able to use commands for instructions Be able to improve writing by changing grammar and vocabulary to improve consistency and accuracy. Be able to proof-read work and make improvements to spelling, punctuation or in response to others' opinions. 	<p>Purpose: To inform Non-narrative: Explanation</p> <p>Objectives:</p> <ul style="list-style-type: none"> To be able to build on the language used in explanation texts, specifically tentative language. To be able to ask who or how questions for explanations To be able to use conditionals in writing. To be able to use formal language. To be able to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences To be able to proof-read for spelling and punctuation errors To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Purpose: To inform Non-narrative: Newspaper report</p> <p>Objectives:</p> <ul style="list-style-type: none"> To be able to use direct and indirect speech To be able to understand the structure of a newspaper report. To be able to vary the length of sentences To be able to use journalistic adverbs and phrases To be able to write from an alternative point of view To be able to use the present perfect form of verbs in contrast to the past tense To be able to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences To be able to proof-read for spelling and punctuation errors To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Purpose: To inform Non-narrative: Discussion</p> <p>Objectives:</p> <ul style="list-style-type: none"> To be able to make uses of connectives, such as if/although/though/ before/while. To be able to use conjunctions. To be able to include arguments for and against To be able to use formal language To be able to include generalisers for groups of people To be able to use technical language To be able to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences To be able to proof-read for spelling and punctuation errors To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Purpose: To persuade Non-narrative: Persuasive</p> <p>Objectives:</p> <ul style="list-style-type: none"> To be able to use an expanded list of three sentence to persuade and describe To be able to use boastful/exaggerated language To be able to use alliteration to emphasise words To be able to use repetition to emphasise words To be able to use emotive language To be able to use short sentences to call the reader to action To be able to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences To be able to proof-read for spelling and punctuation errors To be able to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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